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ABSTRACT

As a part of the training project which was to demonstrate the most effective methods and techniques for training school staff in the infusion of career education into the curriculum, this guide provides procedures which will enable educators, parents, community representatives, and students to collaborate in developing comprehensive career education programs for local education agencies. Seven criteria were used to select five school districts to receive technical assistance and inservice training in career education. Following a description of the project and the career education implementation flow chart and model, the process of implementation is presented in fourteen steps: (1) orientation and organization, (2) needs assessment, (3) organization of a career education cadre, (4) development of a community collaborative network, (5) development of a local plan for career education, (6) development of an inservice program, (7) development of a comprehensive career guidance program, (8) definition of the local infusion process, (9) implementation of a career education in kindergarten through adult education, (10) establishment of a career education resource center, (11) provision of career exploration opportunities, (12) evaluation of the career education program, (13) report on the program evaluation, and (14) refinement and repeating of the cycle. Appendixes include a list of project activities, aids to implementation, guidelines for using community resources, a staff involvement survey, and an abstract of the Wisconsin state plan for career education. (LRA)

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ED173629

CAREER EDUCATION IMPLEMENTATION GUIDE

(One part of Wisconsin's Inservice Training Package)

Based on staff "learning by doing"
experiences in the school districts of:

Cuba City

Grafton

Goodman

Superior

Twin Lakes

U.S. DEPARTMENT OF HEALTH,
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PSA 1103

ADMINISTRATION AND LEADERSHIP OF
PARTICIPATING UNITS

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Grafton	James Murray	Alice Kaye and Ed Schmidt
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PART OF AN INSERVICE TRAINING PACKAGE

This Guide is a part of an Inservice Training Package. It is to be used with companion publications developed in previous USOE career education projects, including:

- Wisconsin Career Education Consortium Models for Training:
 - a. University Faculty and Aspiring Educators Enrolled in Preservice
 - b. K-12 Administrators
 - c. K-12 Staff
 - d. In Community-School Collaborationfor Career Education.
- Wisconsin Career Education Needs Assessment and Survey of Resources Handbook.
- Wisconsin State Plan for Career Education, Volumes I - V.
- K-12 Guide for Integrating Career Education with Local Curriculum.
- Wisconsin Career Guidance Model.
- Wisconsin Career Guidance Resource Manual.
- A Directory of Career Education Resource Persons in Wisconsin.
- A Kit of Assessment and Evaluation Instruments for Career Education.

PREFACE

This Guide, through a step-by-step process, provides procedures (with references to supporting documents, models and materials) which will enable educators, parents, community representatives and students to collaborate in developing comprehensive career education programs for local education agencies.

The Guide is based on staff "learning by doing" experiences of five 1978-79 pilot schools in the Wisconsin In-service Training for the Implementation of Local Plans for Career Education Project as they became involved in the development of local plans and in-service programs.

The Guide follows a sequential approach for the local implementation of career education. This step-by-step procedure is offered as a model, with the realization that LEAs are at various stages in the development of career education programs.

The format of the Guide is intended to allow LEAs to determine where they are in the implementation process and to proceed accordingly. The basic steps are:

- assess local need for career education
- develop local plan and train staff
- implement local plan
- evaluate local plan and its implementation

Each step includes:

- a description of the process
- a statement of major purpose
- the expected outcomes
- the suggested procedures, methods, materials to attain these outcomes.

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R A T I O N A L E

"Career Education" includes activities/approaches/methods/strategies that have been used by master teachers for many years. These career education strategies help schools and communities attain many of the goals described in their district philosophy statements.

Typical district goals are often based on the seven cardinal principles of: *

- . Health
- . Command of Fundamental Processes
- . Worthy Home Membership
- . Vocation
- . Civic Education
- . Worthy Use of Leisure Time
- . Ethical Character

Effective implementation of career education should contribute positively to goals based on the above principles and to the following general learner outcomes:

- . An awareness of one's interests, aptitudes, needs, and values.
- . An understanding of self in relation to others and the environment.
- . Positive attitudes toward self and others.
- . Positive attitudes toward work.
- . An understanding of our economic system.
- . A broader awareness of occupational opportunities.
- . A broader awareness of relationships between education and work.
- . Positive attitudes toward learning.
- . Improvement in educational achievement.
- . A desire to explore and test one's interests and aptitudes in a variety of occupational and leisure pursuits.
- . Career planning and decision-making skills.
- . A desire to plan and prepare for a meaningful, satisfying career.
- . Preparedness for placement in appropriate employment and/or further education.

In an environment in which the individual student is the central focus, career education contributes to individual career development which unfolds over time from early grades throughout adolescence and adulthood.

* From 1918 NEA report entitled "Cardinal Principles of Secondary Education."

Wisconsin Defines Career Education.

Wisconsin's definition of Career Education, revised in Spring, 1979,
states:

"CAREER EDUCATION consists of guidance and instructional strategies aimed at improving educational achievement and facilitating individual career development. These strategies relate teaching, counseling, and learning experiences to life and the world of work; integrate career development concepts with the curriculum of all subjects; and blend academic and vocational experiences. They require the cooperation and collaboration of the home, school, and community as major components of the learning environment.

In scope, career education encompasses educational experiences beginning in early childhood and continuing throughout life. Career Education involves individuals in activities designed to develop awareness of self, life roles, and the world of work, and an understanding of our political and economic systems. It includes orientation to occupations, exploration of selected clusters of occupations, career planning and decision-making, career preparation and placement.

In essence, career education strategies help schools and communities prepare individuals to live effective lives and to engage in meaningful, satisfying work and other life roles in harmony with themselves, with others, and with their environment."

This definition incorporates many of the goals and objectives inherent in the philosophies of many school districts, such as the philosophy which follows:

"We believe that the residents of the School District of Poynette, through their elected Board of Education, have the responsibility of providing the best education to fulfill the needs, interests, and abilities of all of the students in the School District.

"We believe that it is the responsibility of the schools to teach all the children of all the parents and to create equal educational opportunities for each student.

"We believe that the School District of Poynette should provide the finest administrative, instructional, and operational staffs and physical facilities that it can obtain within the limitations of the community's ability to furnish financial support.

"Recognizing that the primary responsibility for the development of the child rests with the parents, the School District of Poynette shall assist in promoting an educational program in which individual students are motivated to:

1. Develop a positive self image.
2. Understand, appreciate, respect and accept individual differences in all people.
3. Acquire fundamental skills necessary to function in our changing environment.

"To fulfill and maintain these goals, the school district shall provide each student with the following educational opportunities: (all of equal importance)

1. To acquire basic communication and mathematics skills.
2. To prepare for academic, occupational and technical programs beyond high school.
3. To understand his/her responsibilities and rights as a citizen of the local, state, national, and world communities, and develop skills that enable effective participation within them.
4. To appreciate his/her own heritage, to learn about various cultures, and to express him/herself in a variety of artistic ways.
5. To apply creative, constructive, and critical thinking to personal and societal problems.
6. To prepare for participation in lifelong learning and leisure time opportunities.
7. To develop a sound mind and a sound body.
8. To understand the necessity to develop a balanced use of all natural resources for both present and future generations.
9. To effectively participate as a consumer and as a producer of goods and services.

"The school district's aim in education, therefore, is to develop individuals who are open to change, who are flexible and adaptive, and who are able to learn continuously."

From its beginnings, career education has served as a vehicle for bringing our schools and communities together in a collaborative effort to improve educational achievement by relating school programs to their applications in vocational and avocational pursuits outside of school. Career education cannot be accomplished by educators alone. The home, business, industrial, labor, and professional communities must also be involved. Working side by side, schools and communities can provide a broad range of opportunities for individuals to prepare themselves for their roles in adult life.

A BRIEF OVERVIEW OF CAREER EDUCATION ACTIVITIES IN WISCONSIN

Wisconsin has been a leader in comprehensive career education since 1970. The K-12 Guide for Integrating Career Development with Local Curriculum, which was produced in 1970-71, was used as a model guide in a national training conference conducted in St. Louis, Missouri, in January, 1972, for USOE by the University of Missouri-Columbia.

A succession of conferences, seminars, funded projects and resulting publications, from 1970 to the present, evidence Wisconsin's continuing visibility in career education. Appendix A provides a description of State-wide activities from 1970 to the present. These activities further define the concept of career education and provide valuable perspective. Career education in Wisconsin has a history; and the 1978-79 State Project, "In-service Training for the Implementation of Local Plans for Career Education," rests on a continuum of experience.

To situate the current project and this Guide on the continuum, we must go back to 1975 and the formation of the Wisconsin Career Education Consortium (WCEC). A group of seven LEAs were awarded a grant from USOE's Office of Career Education entitled "Effecting Incremental Quality Improvement of Career Education in a Consortium of Selected K-12 School Districts." From 1975-78 the scope of the WCEC grew to include 17 LEAs and two universities and led to several publications which include training models for K-12 Administrators, K 12 Staff, and Community-School Collaboration and University Faculty and Aspiring Educators Enrolled in Pre-service.

Running concurrently with the latter two years of the WCEC project, the State Plan Project (1976-78) developed and validated the Wisconsin State Plan for Career Education. The purpose of the State Plan is to provide a coordinated plan for the delivery of career education in Wisconsin. Delivery systems include: pre-schools; elementary and secondary schools; post-secondary schools including institutions within the VTAE System, the UW System, the WAICU organization; home and family activities; community organizations such as civic/service/support groups; educational associations; and occupational organizations in business, industry, labor, professions and government agencies.

The State Plan is built upon ten broad goals resulting from a statewide career education needs assessment.

The Plan is presented in five volumes:

- I. Introduction
- II. State Level Plans
- III. Guidelines for Local Plans
- IV. Resources
- V. Evaluation

Abstracts of the Wisconsin State Plan and companion publications may be found in Appendix B.

PURPOSE OF THE 1978-79 TRAINING PROJECT

The purpose of the 1978-79 Training Project was to demonstrate the most effective methods and techniques for training school staff in the infusion of career education into the curriculum. Primary objectives of the project were (1) to meet the need to develop local plans for career education, and (2) to train school and community personnel so they could implement their local plans. This project, then, was a logical "next step" to follow the 1978 State Plan and WCEC projects, each of which directly contributed to addressing these objectives. Vol. III of the State Plan, Guidelines to Local Plans, was a primary resource for the first objective; the WCEC Training K-12 Administrators for Career Education, Training K-12 Staff for Career Education and Training in Community-School Collaboration for Career Education were primary resources for the second objective.

By using Vol. III for the State Plan and the WCEC training models as foundations for developing and implementing local plans, these publications have been further disseminated, and evaluated for effectiveness and transportability.

DESCRIPTION OF PARTICIPANTS

Five school districts were selected to receive technical assistance and in-service training and/or retraining in career education to enable them to develop and implement local plans for career education. As previously noted, three training models developed by the WCEC in 1977-78 were used to train K-12 administrators, K-12 staffs, and school-community personnel in collaborative efforts. The Career Education Coordinators used the Guidelines for Local Plans (Vol. III, Wisconsin State Plan) in the development of their local plans.

Criteria for selection as one of the five pilot sites are listed below:

1. District was included in the random sample used for the state-wide needs assessment concerning career education in the Fall of 1976.
2. District showed interest in career education by requesting its local results from the statewide needs assessment.
3. District responses to needs assessment indicated high interest in and need for in-service training.
4. District agreed to provide time for in-service training by project staff and peer resource personnel from experienced districts.
5. District agreed to identify a local coordinator to work with project staff in planning and implementing project related activities.
6. Districts represented different geographical areas of the state.
7. Districts represented different enrollment categories within the state.

The five school districts selected were: Cuba City, Goodman, Grafton, Superior and Twin Lakes.

The School District of Cuba City is in a rural, agricultural area of southwestern Wisconsin. Three administrators, two counselors, and 64 teachers serve a K-12 student enrollment of 1,200. The high school is located in Cuba City which has a population of 2,000, but it serves an area with a population of 5,000.

The Goodman-Armstrong School District is in a rural area of northeastern Wisconsin. Area employment is limited to a hardwood veneer mill, several small family-operated businesses, and some farming. Two administrators, one counselor, and 24 teachers serve a K-12 student enrollment of 313. The high school is located in Goodman which has a population of 804, but it serves an area with a population of 1,366.

The Grafton School District is in an urban, industrial area of southeastern Wisconsin, with many residents commuting to jobs in the City of Milwaukee. Seven administrators, four counselors, and 179 teachers serve a K-12 student enrollment of 2,740. The high school is located in Grafton which has a population of 7,800, but it serves an area with a population of 17,000.

The School District of Superior is in an urban area of northwestern Wisconsin. It is close to forests and adjacent to a much larger city, Duluth, Minnesota. Employment is primarily in transportation (boats, trucks, and rail). Twenty-three administrators, 10 counselors, and 375 teachers serve a K-12 student enrollment of 6,824. The high school is located in Superior which has a population of 36,000.

Twin Lakes Elementary School District is located in a lake resort community in southeastern Wisconsin, with two large lakes within its boundaries. There is practically no industry and its citizens commute to large cities for employment. One administrator, one counselor, and 21 teachers serve a K-8 student enrollment of 342. Its graduates go to high school in Wilmot which has a population of 800, but the high school serves an area with a population of 2,200.

The five school districts which provided experienced resource persons in the preparation of local plans were: Beloit, Jefferson, Lake Geneva, Hamilton-Sussex, and West Allis. The seven school districts which provided experienced resource persons in the implementation of the three training models were: Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

Wisconsin Department of Public Instruction. The state department of public instruction served as the fiscal agent and provided state level direction, technical assistance, and coordination for this project. This included assisting in the development of local plans for career education, scheduling in-service days and jointly establishing agendas with LEAs to meet local needs, arranging for peer resource persons from experienced districts, obtaining feed-back on the effectiveness of the training provided, and disseminating results and materials.

DESCRIPTION OF TRAINING PROJECT

A concise description of the project activities and procedures undertaken (with "starting" and "ending" dates) may be found in Appendix C. Further details on individual procedures of the five schools follow.

TRAINING EXPERIENCES IN FIVE WISCONSIN LOCAL SCHOOL DISTRICTS

The following are training experiences reported by five local school districts involved in Wisconsin's 1978-79 Career Education Training Project funded by USOE: Cuba City, Goodman, Grafton, Superior, and Twin Lakes. Under each district's name are described training experiences that were provided, and also "learning by doing" experiences under the heading of "Training Through Personal Involvement."

Cuba City

Training Provided:

Our staff was introduced to our local plan for career education at an inservice held in January. At that time, an introduction and orientation to career education was presented, and the goals and objectives of our local plan were examined and explained.

We intend to move into implementation of the plan in the fall of 1979. Therefore, our inservice activities prior to the opening of school in August will center on further familiarization with the plan and development of career-related activities at each grade level and within each subject area.

In an effort to introduce community leaders to our local plan for career education, an overview of the plan was presented to the Cuba City Lions Club and the Chamber of Commerce. A member of the career education coordinating team from the school outlined our goals and objectives, and at the same, solicited support for our community resource directory.

Training Through Personal Involvement:

Integrating career development concepts with learning activities

In the development of our local plan, we attempted to integrate career development concepts with learning activities. The structure of our plan lends itself to this in that each career education objective is followed by a sampling of activities which might meet that objective.

As our local plan was being developed, teachers were asked to outline career related activities already taking place in their classes. These activities were integrated into the plan in the appropriate areas, thereby giving our teachers some degree of ownership in the plan.

Survey of resources

Our Community Advisory Council, consisting of six representatives of the community, were given responsibility for the dissemination of community resource surveys to members of business and industry. A list of all local business and professional people was drawn up, and each entry on the list was contacted in person by a member of the Advisory Council, and asked to return the survey to the career education coordinator at the school. Each Survey was enclosed in a stamped, addressed envelope to facilitate quick return of the surveys. It was felt that a personal contact by an Advisory Council member would be more effective than either contact by mail or by a representative of the school.

Response to the survey has been gratifying. Based on survey results, a directory listing local resource people and places for career education will be compiled and disseminated in the fall of 1979.

In addition to the local resource directory, inventory of career related materials already on hand in our school district is in process. This inventory will also be made available to teachers.

Resource Centers

We hope to provide a career resource center in one section of the high school library in the fall of 1979. Items to be included in the resource center are occupational guidance literature such as the Chronicle Occupational Library, Occupational Outlook Handbook, occupational briefs from Science Research Associates, etc. Audio-visual items relating to career education will be available for viewing/listening. Pamphlet and magazine material will be on display for browsing, and free materials will be offered for the taking when available.

The career resource center will be staffed by a student librarian trained by the library media specialist.

Administrative involvement

The administration allocated time for the project coordinators to attend meetings at the state level. Time was also provided for the writing of the local plan. Two of the project coordinators were given release time to attend a training seminar in the state of Washington.

Goodman

Training Provided:

Goodman teachers have had four inservice programs dealing with career education. The first was a short talk given by a career education consultant in an after school meeting. The second was held at a Right to Read conference at Wausau in January 1979. Our inservice committee had been committed to looking at reading during the 1978-79 school year, and we decided to tie in the reading and career education relationship.

Teachers were each provided with a copy of the district's local plan (developed during the fall) and had an opportunity to ask questions concerning how it would be implemented, etc. Following this, the co-directors of the project met with our staff and explained how reading could be brought into a career education unit (and vice versa). Examples were given and resources identified.

The third inservice, in February 1979, was held at the high school. Topics included: review of the local plan, an explanation of Shawano's career education efforts by representatives from that district, and an audi-visual presentation on how to eliminate role stereotyping through career education.

Our final inservice consisted of having each member of our teaching staff meet individually with his or her counterpart in the Shawano Schools. This resulted in, for instance, our first grade teacher meeting with their first grade teacher to share experiences, activities, and resources.

Training Through Personal Involvement:

Of Administrators

The district administrator at Goodman Schools, David J. Miskulin, has been a strong proponent of career education. He initiated our involvement in the present project and has fully supported its activities. He mandated teacher attendance at the inservices at Wausau and Shawano upon the recommendation of the career education working committee, of which he is a member. Mr. Miskulin also attended several community advisory committee meetings and positively influenced this body.

Of Staff

Our local plan for career education was largely a matter of following the activities suggested by the state plan and modeling the format of other local plans. Because our needs assessment showed a definite need for greater career education efforts in the five basic areas: self-awareness, career awareness, decision-making, placement, and a delivery system, we felt comfortable in adapting whatever would best help us address these areas. Our plan was developed by a faculty working committee and was approved first by the community advisory committee and then by the school board.

In our plan, teachers will be responsible for developing and recording activities, resources, and evaluation techniques during the next school year with full implementation scheduled for September 1980. Our community advisory committee will be developing a list of local resources for the staff to call upon for such things as speakers, field trips, and possibly work experience training. Meanwhile, a file of materials and activity resources has been started at both the elementary and high school. Teachers will be urged to add to the files in order to share resources that they have found effective. In addition we plan to bring in an expert in developing learning centers for students to determine how career education might fit into this type of approach.

It is anticipated that some free time will be given teachers next year to do their writing and planning. This may be done individually or in small groups; the district's career education coordinator will be available to teachers for consultation.

Grafton

Training Provided:

Inservice staff development program

A very important aspect of our project was to begin an inservice for the entire staff. This provided an opportunity to set the tone for the year-long project as well as introducing the concept of career education to the entire staff. Following the kick off inservice for the total staff, grade level inservices were provided by teachers from other school districts that had recently developed local career education plans. This sharing by teachers who had recently completed projects provided an understanding for staff at each grade level of what was involved in writing a local plan. The extensive inservice conducted as an initial phase of the project served as a valuable method of including the entire staff in the project from its start.

Planned workshops

A one half-day workshop was conducted for the high school staff by the Wisconsin Vocational Studies Center, UW-Madison, to introduce WCIS (Wisconsin Career Information System). The workshop, through demonstration and hands-on experience, provided teachers with an opportunity to see how career education can be incorporated in the curriculum.

Consultants from the State Department of Public Instruction

Consultants from DPI's office of Career Education staffed the inservice provided for our total faculty as the Career Education project was introduced in our district. The DPI staff provided valuable assistance to the steering committee and project directors during the planning of inservice and the development of a local career education plan. They were also a valuable source of printed material and ideas for our committees.

Experienced Peer Practitioners

Experienced practitioners from other school districts worked with our grade level committee for two days. This sharing by peers was a very valuable aspect of our inservice at the beginning of the school term. Through the grade level meetings, teachers at each grade level were able to become aware of career education activities in other districts, how other schools went about writing their career education plans and what were some of the problems experienced by the peers as they worked on their plans.

Using school counselors as consultants to classroom teachers concerning child development (and career development as a part of human development)

During meetings with teachers, the concept that a career is a life long process was stressed. In consulting with teachers, counselors emphasized the importance of the total person in career decisions. Programs were introduced by the counselors to emphasize the development of positive self concept as an important aspect of career development.

Training Through Personal Involvement:

Of Administrators in -

Assessing local training needs

Two administrators and the district's curriculum coordinator were members of the steering committee. As the local training needs were assessed and our inservice planned, administrators played an active part, offering their suggestions and reactions.

Providing leadership and support through effective allocation of personnel, time, facilities, and money

The superintendent appointed a project coordinator and provided complete freedom for him and his assistant director to concentrate on the project at their discretion. Release time to attend project meetings at local and state level was provided.

Of School Staff in -

Conducting a local needs assessment concerning career education

A local needs assessment was conducted by the district as a part of a state project two years prior to the current project. The assessment served as the basic tool in designing the local staff inservice.

Developing local plan

As a part of encouraging total staff input for our local plan, the grade level committee members met with the teachers at their grade level to share ideas. Grade level committee members then brought the ideas they gathered from the K-5, middle school, or high school committees to the Steering Committee. Through this method, material was gathered from the entire faculty and compiled for inclusion in the local career education plan.

Integrating career development concepts with learning activities

Through the project, teachers became aware of how to integrate career development concepts with learning activities. This was emphasized as actual examples of activities and resources were incorporated in the local career education plan. Through this method, teachers were able to relate to the practical as well as the theoretical concepts of career education.

Developing student understanding of the world of work

Through field trips, parent visits to elementary classrooms discussing occupations, career papers in middle school and community resource speakers at the high school, new efforts have been made to help students understand the world of work. Teachers assigning career papers, and speakers in high school have been very positive methods of developing student understanding of the world of work.

Developing student decision-making skills

In organized classroom programs, by middle school and high school, counselors supplement teacher efforts at developing decision-making skills. A one week program for all ninth and tenth grade students conducted through the social studies curriculum is an example of an effort at the high school level. The program incorporates how to make decisions, how decision-making relates to career choices and the exploration of non-traditional occupations. Activities, films, lectures and discussions are incorporated in the format.

Individualizing instruction to meet individual needs such as tentative career objective

High school counselors meet with all students to review their career goals, assess their performance, develop four year plans, and plan courses that are appropriate to reach their career goals.

Identifying resources for career education already on hand in school, home and community

A survey of materials presently available for career education in the school system was conducted during the school year. Community resources will be assessed during the coming school year.

Superior

Training Provided:

Lyle Maves, Director of Instruction and Joseph Rogina, LVEC (Local Vocational Education Coordinator), attended four project meetings with Robert Meyer and Margaret Melick of the Department of Public Instruction (DPI).

Peer practitioners from experienced school districts and DPI personnel helped local project directors conduct four one day workshops for: (1) principals and supervisors, (2) counseling staff, (3) K-6 teaching staff, and (4) 7-11 teaching staff.

Training Through Personal Involvement:

Of Administrators

Superior administrators presented an overview of career education to the Board of Education which resulted in their adopting a positive position statement on career education.

The district administrator appointed community people to the advisory committee for career education.

The administration provided time and support for a local needs assesment, including students, staff, administrators, and the community.

Of School Staff

The school staff learned about career education through its involvement in:

1. Conducting local needs assessment among students, administrators, counselors and the community.
2. Developing a local plan for career education including goals, objectives, resources and evaluation.
3. Integrating career development concepts with learning activities.
4. Identifying resources for career education already on hand in school and community.
5. Organizing field trips for students with focus on workers.
6. Developing on-the-job-training sites for co-op students in high school.
7. Working with school counselors to develop a counseling plan which included career education concepts.
8. Developing career education centers in schools.
9. Working with local VTAE staff, using their resources to help students explore careers.

TWIN LAKES

Training Provided:

The school counselor and district administrator met several times with consultants from the Wisconsin Department of Public Instruction. These meetings resulted in a better understanding and awareness of career education concepts and activities which led to increased promotion of such concepts and activities in Lakewood School.

Experienced peer practitioners from other school districts were brought in to talk about their experiences in career education with teachers and counselors in informal "rap sessions" throughout the day, and to demonstrate career education approaches in the classrooms of interested teachers. Pat Grams of Sheboygan covered primary grades, and Russ Stevens of Oregon worked with the middle grades. These excellent presentations were well-received by Lakewood staff, and stimulated greater understanding and interest in career education. This was by far the best method of conveying career education concepts and generating enthusiasm for career education in our schools.

Training Through Personal Involvement:

Of Administrators

The district administrator participated in most project meetings along with his school counselor, and was most cooperative in "freeing up" counselor time for career education leadership. The district administrator also served on the local advisory group for career education, and he used faculty meetings to motivate the entire staff to incorporate career education with ongoing guidance and instructional programs.

Of School Staff

Examples of staff "learning by doing" at Lakewood School included:

1. Reviewing definitions from the state department and other local school districts and developing their own definition.
2. Conducting a local needs assessment concerning career education.
3. Developing a local plan for career education based on results of needs assessment.
4. Introducing their local plan for career education to entire staff and community.
5. Integrating career development concept with learning activities.
6. Incorporating career education concepts into guidance curriculum books, one book for each grade level. (All this in turn will be phased into all learning activities.)

7. Learning more about child development and career development under the leadership of the school counselor.
8. Developing positive student attitudes toward self, school, and work.
9. Developing student understanding of the world of work.
10. Developing student decision-making skills.
11. Identifying resources for career education already on hand in school, home and community. (Done on a limited basis this year. Plans call for more extensive use of parents and others next year.)
12. Selecting additional resource materials to order from publishers.
13. Developing own classroom resource materials.
14. Screening teacher-made and commercially produced materials for bias and stereotyping.
15. Developing a career education resource center in a special area of library and making materials available to teachers, students, and the community.

I N P U T

CAREER EDUCATION
IMPLEMENTATION
FLOW CHART
AND
MODEL

CAREER EDUCATION IMPLEMENTATION FLOW CHART

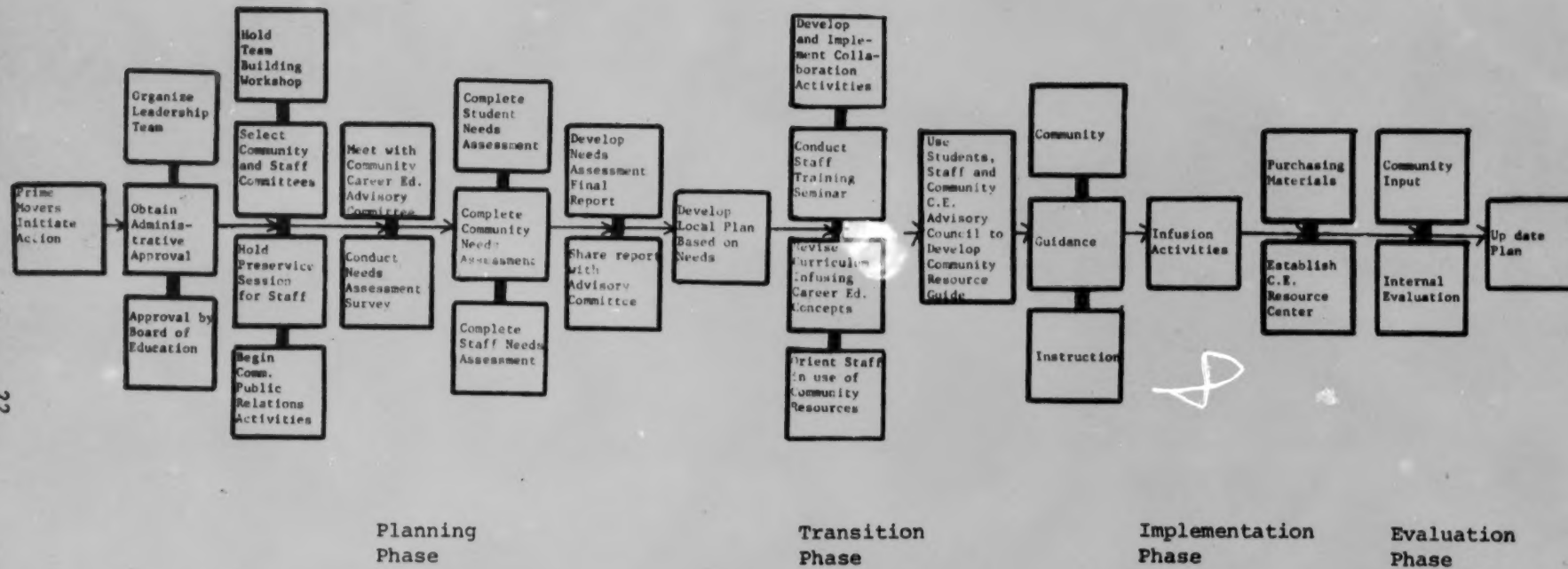
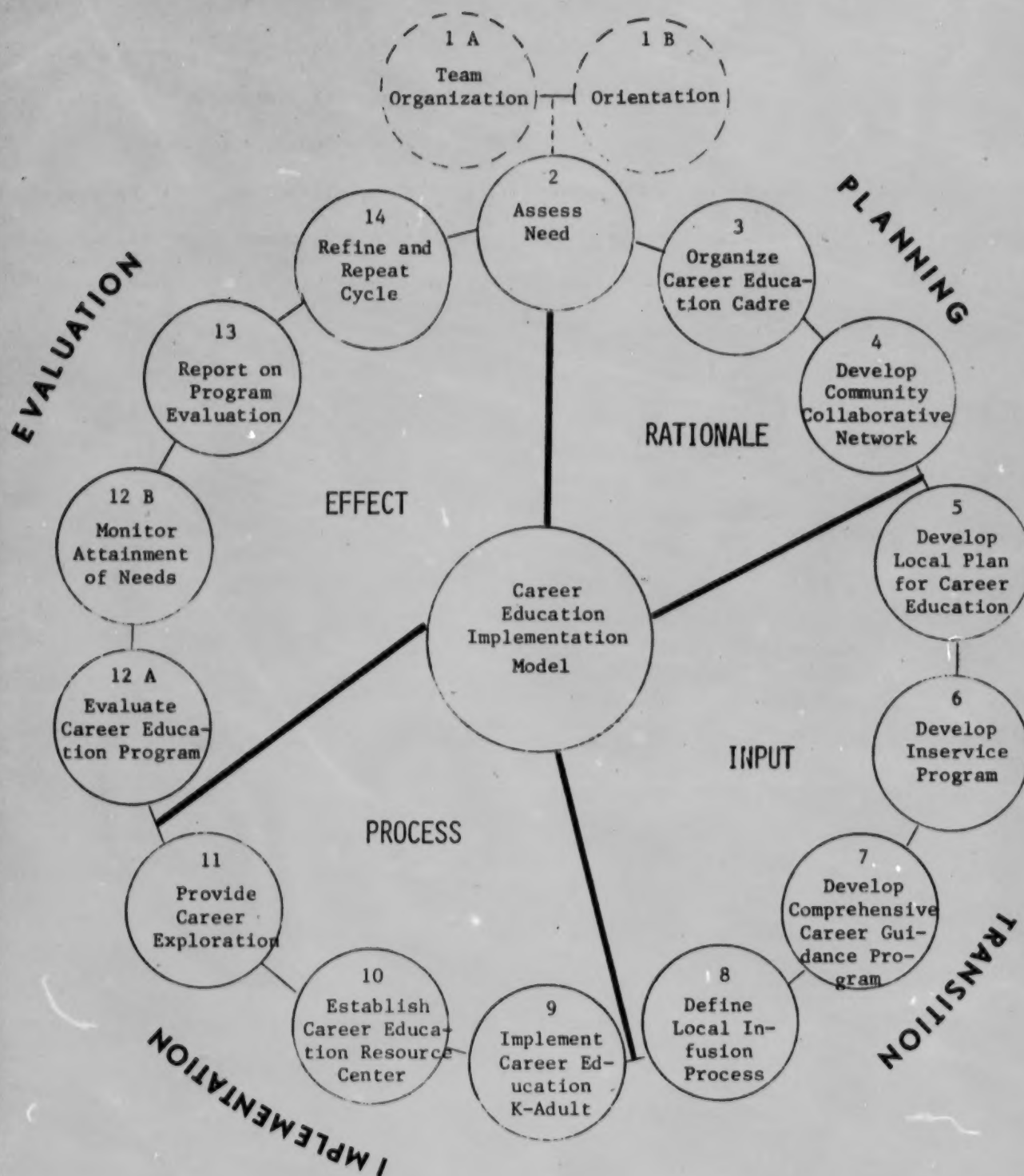


Figure 1



CAREER EDUCATION IMPLEMENTATION MODEL

Figure 2

Adapted from A Guide For the Administration of Career Education, Nebraska Department of Education.

The format of this guide follows the Career Education Implementation Model depicted in Figure 2. The model provides a framework for planning, developing, implementing and evaluating a local district's career education program.

The model is based on the assumption that a needs assessment will be conducted to evaluate the perceived needs of students, parents and community as well as the staff and school administrators. Unless the Career Education program meets the needs of students, it cannot be effective.

The model is divided into four phases:

- a) Planning
- b) Transition
- c) Implementation
- d) Evaluation

Phase I Planning.

The Wisconsin State Plan for Career Education contains the state level results of a 1976 needs assessment and the statewide planning document which resulted from a review of those needs.' Volume III Guidelines for Local Plans is a "how-to-do-it" book for LEAs to use in the Planning Phase. It goes into detail describing the process which will be outlined here.

Phase II Transition.

There are several activities which are included in this phase. Using the results of the needs assessment, the LEA can formulate a local plan for career education and define the focus of the Implementation Phase. Priorities will be established, resources identified and developed and the roles of community collaborators and educators will be defined. At this point, a vital concern is the development of a broad base of support.

This phase requires the educational forces to join hands with parents, community leaders and business leaders in interpreting and defining the local career education program based on the needs assessment. It includes the development of written goals and objectives and criteria for their evaluation. Finally, it includes the assignment of responsibility for resource allocation and program achievement.

Phase III Implementation.

The key to successful infusion of career education is the classroom teacher. In activating the local plan for career education nearly all attention will be focused on the classroom. Therefore the needs of the teachers must be met, if the individuals in the classroom are to benefit. Resource materials, curriculum guides, community resources and administrative support must be available.

In this Phase, an extensive In-Service Program needs to be launched. Up to this point, Career Education could be the responsibility of a few, but from now on a full-fledged staff effort to infuse career education with local curriculum is necessary. If the needs assessment verifies that youth want to know about career opportunities related to subject matter then all language, math, science, and social studies teachers need to address these stated needs, not just those who are career education supporters.

Phase IV Evaluation.

This phase has a dual focus 1) the evaluation and reporting of student attainment of needs and 2) a reassessment of the original sample in order to modify and update the program.

This phase is concerned with the accomplishment of the program's objectives: "Has the program focused on meeting student needs?" Various methods of evaluation are possible. Some of these methods will be presented along with a timetable for optimum program evaluation.

CAREER EDUCATION IMPLEMENTATION STEPS

PHASE I: PLANNING

STEP 1: Provide Orientation and Organization

CONCERNS

How do we get started?
Who should be involved?
What state and national resources
are available?

RESOURCES

STATE PLAN FOR CAREER EDUCATION
CAREER EDUCATION IMPLEMENTATION GUIDE

STEP 2: Assess Needs

CONCERNS

Do we need an assessment of needs?
How do we conduct a needs assessment?

RESOURCES

WISCONSIN CAREER EDUCATION NEEDS ASSESSMENT
AND SURVEY OF RESOURCES HANDBOOK
KIT OF ASSESSMENT AND EVALUATION INSTRUMENTS
STATE PLAN-VOL. III GUIDELINES FOR LOCAL PLANS
AND VOL. V EVALUATION

STEP 3: Organize Career Education Cadre*

CONCERNS

How do we get classroom teachers involved?
Where do we begin infusion?

RESOURCES

CAREER EDUCATION IMPLEMENTATION GUIDE

TRAINING K-12 STAFF FOR CAREER EDUCATION

TRAINING K-12 ADMINISTRATORS FOR
CAREER EDUCATION

STEP 4: Develop Community Collaborative Network

CONCERNS

Can the school implement Career
Education on it's own?
How do we get community support and
involvement?

RESOURCES

STATE PLAN, VOLUME II STATE LEVEL PLANS

VOLUME III GUIDELINES for
LOCAL PLANS

VOLUME IV RESOURCES

TRAINING IN COMMUNITY-SCHOOL COLLABORATION
for CAREER EDUCATION

WCEC DEMONSTRATION PACKETS

* Cadre refers to a core
of planners-trainers
responsible for career
education implementation

PHASE II: TRANSITION

STEP 5: Develop Local Plan for Career Education

CONCERNS

Do we need a written plan?
Where do we begin?
Who should be involved?

RESOURCES

STATE PLAN, VOLUME III GUIDELINES for LOCAL PLANS
MODEL PLANS FROM OTHER COMMUNITIES

STEP 6: Develop Inservice Program

CONCERNS

Is inservice neccessary?
Who should be included in the
inservice training?
Where do we find resource persons for inservice?

RESOURCES

CAREER EDUCATION IMPLEMENTATION GUIDE
TRAINING K-12 ADMINISTRATORS FOR CAREER EDUCATION
TRAINING K-12 STAFF FOR CAREER EDUCATION
TRAINING IN SCHOOL-COMMUNITY COLLABORATION FOR
CAREER EDUCATION

A DIRECTORY OF CAREER EDUCATION RESOURCE
PERSONS IN WISCONSIN
STATE PLAN VOL. IV RESOURCES

STEP 7: Develop Comprehensive Career Guidance Program

CONCERNS

What is the role of the guidance department in career education?
What roles do teachers play in a comprehensive guidance program?

RESOURCES

WISCONSIN CAREER GUIDANCE MODEL 1977-1978
WISCONSIN CAREER GUIDANCE RESOURCE MANUAL
VOL. 1 1977-1978

STEP 8: Define Local Infusion Process

CONCERNS

What curriculum materials and/or other assistance is needed prior to implementation?
How will student development be measured?

RESOURCES

K-12 GUIDE FOR INTEGRATING CAREER EDUCATION
WITH LOCAL CURRICULUM
STATE PLAN VOL. V EVALUATION
CAREER EDUCATION IMPLEMENTATION GUIDE

STEP 9: Implement Career Education K-Adult

CONCERNS

When do we implement the updated curriculum?

RESOURCES

CAREER EDUCATION IMPLEMENTATION GUIDE

PHASE III: IMPLEMENTATION

STEP 10: Establish Career Education Resource Center

CONCERNS

What materials will be needed?
Who should be responsible for the center?
Where do we house the materials?

RESOURCES

CAREER EDUCATION IMPLEMENTATION GUIDE

STATE PLAN VOLUME IV RESOURCES CAREER
EDUCATION BIBLIOGRAPHY

STEP 11: Provide Career Exploration

CONCERNS

Where does Career Exploration fit into the curriculum?
How do we develop and coordinate various work experience programs?
Should credit be granted for work experience?

RESOURCES

TRAINING IN COMMUNITY-SCHOOL COLLABORATION
FOR CAREER EDUCATION

PHASE IV: EVALUATION

STEP 12: Evaluate Career Education Program

CONCERNS

How do we monitor career education?
Does Career Education make a difference?

RESOURCES

STATE PLAN VOL. V EVALUATION
WISCONSIN CAREER EDUCATION NEEDS ASSESSMENT
AND SURVEY OF RESOURCES HANDBOOK
A KIT OF ASSESSMENT AND EVALUATION INSTRUMENTS

STEP 13: Report on Program Evaluation

CONCERNS

Have we met the short-term needs and
objectives identified in the local plan?
When do we update the plan?

RESOURCES

STATE PLAN VOL. III GUIDELINES FOR LOCAL PLANS

STEP 14: Refine and Repeat Cycle: (Leads into PLANNING, Stage 2)

CONCERNS

Where do we go from here?

RESOURCES

CAREER EDUCATION IMPLEMENTATION GUIDE

PROCESS

PHASE I, PLANNING

Planning for Career Education

STEP 1

Orientation and Organization

In the beginning, the prime movers (as the initiators may be called) need to seek the support of persons in the following staff positions in order to form a strong Career Education Leadership Team: a) school counselor(s), b) LVEC (Local Vocational Education Coordinator), c) person(s) responsible for curriculum development and/or d) media specialist(s). Usually, at least one person in this group will have been a prime mover. The leadership team should be composed of at least one person from each of those listed above and should include interested faculty members. It is recommended, but not necessary, that the role of team leader be given to the person who is responsible for curriculum development. By doing so, it is clarified that Career Education is concerned primarily with an approach to teaching and learning in all disciplines, that it is not just another term for vocational education (as might be implied if the LVEC is the leader) or merely an expanded career guidance program (as might be implied if the counselor is the team leader).

Having successfully organized, a team has been identified and the following have been accomplished; it may now proceed to:

- a) become thoroughly aware of the LEAs previous career education activities and involvement.
- b) study the current literature on career education including the various DPI and USOE publications.

Following this initial informational/organizational step, a broader

Orientation Activity (1B) needs to be undertaken:

1. Meet with the school board and district administrator (if not already involved as prime movers) to inform them about the general goals and objectives of career education and to secure their approval to proceed with implementation activities to follow.
2. Schedule a $\frac{1}{2}$ -day Career Education inservice session as part of the yearly inservice before school starts, or as part of a regular inservice day (at the on-set of the implementation program).

Grafton Public Schools followed this procedure during the 1978-79 school year. By providing preliminary information about career education, to the entire staff, early in the fall, they were able to recruit the services of many staff members in the Planning and Transition Phases of implementation. (See Appendix D for Grafton Inservice Agenda.)

When planning for the Orientation Session, the following are concerns which need to be addressed:

1. When does the LEA foresee full implementation?
2. When will the local plan be completed?
3. Who will be expected to participate in Phase I and II?
4. Will teachers be given released time to work on career education activities and materials?
5. What are some sources of ideas, materials and resource persons for staff development?

A typical pre-service agenda might be similar to the one in Exhibit A.

The State Coordinator for Career Education at the Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702, would be able to suggest

MODEL AGENDA
FOR
CAREER EDUCATION
ORIENTATION

- 8:30 a.m. - Welcome by School District Administrator
Comments about Career Education
- 8:45 a.m. - Overview of State, National, and Local Career Education Models
- 9:00 a.m. - Developing a Facilitating Climate for Career Education
Need for Career Education
- 9:30 a.m. - Film
"I Want to Be"
- 10:00 a.m. - Break
- 10:25 a.m. - Developing Teacher's Understanding of Need for School-
Community Collaboration
- 11:15 a.m. - Relating School's Goals and Philosophies to Career Education
Concepts and the Wisconsin Scope and Sequence Model
- 11:45 a.m. - Adjourn

Exhibit A

possible peer practioners, consultants and films to be used in planning and delivery of the inservice session.

The Career Education Leadership Team may wish to use the following publications and films during STEP 1:

Films:

"I Want to Be" (BAVI)

"Work is Child's Play" (BAVI)

"A School Board Debates: Career Education" (National School Board Association)

Publications:

- Wisconsin Department of Instruction Career Education Publications
- Texas Career Education Learning System
- Michigan Career Education Handbook for Implementation
- Rural America Series on Career Guidance, Counseling, Placement and Follow-Through Programs for Rural Schools (Michigan, Ohio, and Wisconsin)
- Rural Career Education Teaching Training Cadre (Cashmere, Washington)
- USOE Career Education Monographs
- Career Education Survival Manual (Olympus Publishing Company)

(For details on ordering, see Appendix E.)

STEP 2

Assess Needs

The school administration and school board should determine the scope and focus of the needs assessment to be conducted. The needs assessment can serve multiple purposes of informing various publics (students, teachers, administrators, counselors, parents, employers, labor) about career education, obtaining their opinions concerning local goals and objectives of career education, and securing their support for developing a comprehensive career education program through school-community collaborative efforts.

The needs assessment should answer two specific questions concerning career education:

- 1) Where are we now?
- 2) Where are we to be?

The answers will define the scope of the LEAs career education program. The point to be stressed is that planning needs to be based upon student needs that have been identified. Needs assessment activities may include:

- 1) Assessment of student needs
- 2) Survey of community people
- 3) Survey of faculty and administrators

As mentioned earlier, there are numerous sources of evaluation instruments available. Those which were developed and used under USOE funded projects in Wisconsin are available from WDPI:

- Wisconsin Career Education Needs Assessment and Survey of Resources Handbook
- A Kit of Career Education Assessment and Evaluation Instruments

In addition, Volume V Evaluation of the State Plan also includes helpful information on the evaluation of career education programs. A Career Education-Staff Involvement Survey has been included in Appendix F as a sample pre-test of

teacher awareness and involvement.

Volume III Guidelines for Local Plans provides a detailed description of the steps which follow the needs assessment.

STEP 3

Organize Career Education Cadre*

The implementation of career education does not require the addition of personnel or add-on courses. New roles for most staff members can be assumed with very little change in schedules. It is urged, however, that the Career Education Coordinator Team Leader be given clearly defined responsibility, within the annual contract, for career education. The time devoted (or required) for career education duties will be determined by the size of the district. (Many of the state's largest districts have Career Education Coordinators who are involved less than half-time in that role.)

Once the Leadership Team has received board approval to proceed, the Orientation Session has been held and the needs assessment process is underway, the Team then needs to develop a Cadre* of involved staff members.

In the past two years, the five validation and five pilot sites have used various techniques for involving staff other than the 3-4 member Career Education Leadership Team.

At Grafton during the 1978-79 school year, following the Orientation Session, many teachers and administrators volunteered to help with the committee work involved with developing a local plan, conducting in-service workshops and full implementation of the plan.

At Beloit, during the 1977-78 school year, a Career Education Advisory Committee was appointed by the Superintendent of Schools. The Advisory Committee selected for developing the local plan consisted of twenty-three members representing the board of education, teachers and counselors, administrators, parents' organizations, student council, community business, industry, labor, professional and

*Cadre refers to a core of planners-trainers responsible for career education implementation.

civic organizations, and post-secondary educators. The Advisory Committee designated four task forces and appointed members to each group. The four task forces selected were:

1. Career Learning Centers
2. Community Development
3. Curriculum Development
4. Staff Development

The membership of these task forces included educators and lay people. Each task force was charged with developing objectives, activities, resources and evaluation procedures pertaining to its area of interest and expertise. The task forces became the "foot soldiers" in the development and implementation of career education.

With the district administrator, the Leadership Team should meet all building principals to inform them about goals and objectives of career education, to report results of the local needs assessment, and to secure their support for implementing career education through appointment of interested staff to the Career Education Cadre.

Once the Cadre is formed its role is to begin the development of the career education infusion process. Members want to become familiar with the literature, methods, materials and resources available.

- Wisconsin State Plan for Career Education Volume I through V
- Wisconsin Career Education Training Models
- Wisconsin Career Guidance Model
- Wisconsin Career Guidance Resource Manual
- Career Education Materials Found Useful by Members of the Wisconsin Consortium For Improving Career Education (1975-77)
- A Directory of Career Education Resource Persons in Wisconsin

STEP 4

Develop Community Collaborative Network

Recently communities have become vocal in criticizing schools for not preparing youth to cope with a changing society or to move easily from education to work. Such criticism may often be channeled into support and commitment for career education, by emphasizing how career education relates to work values, ethics and basic skill development.

Acceptance and support of career education by the community is a key factor in insuring the success of its implementation. The Career Education Cadre needs to:

1. Meet with local employers, the local Chamber of Commerce, and local labor unions, to acquaint them with the career education thrust and the need for their involvement to successfully implement it.
2. Meet with parents to inform them concerning the goals and objectives of career education and how they as parents can become involved.
3. Meet with service clubs, women's groups, Job Service, and other community organizations and agencies to both inform and solicit their help concerning career education.

The Wisconsin Career Education Consortium schools believe that there can be no single "model" for community-school collaboration, but that an almost unlimited number of smaller units or models should be presented for consideration by other school districts.

In the DPI publication, Training In Community-School Collaboration, the Consortium has attempted to present a number of approaches which have met with

success in several school districts in a number of collaborative activities. Many other projects have been successfully conducted, but to include them and their many possible variations would have created an enormous volume.

The Consortium's purpose was to present a few good projects in several areas in the belief that all of these can be conducted with a minimum amount of expense and effort. All of these projects have met with very positive results in the school districts in which they were conducted.

In addition to community support, parent involvement needs to be encouraged and developed. The Sheboygan Area School District, with its Career News keeps parents well-informed regarding the schools's career education program. (See Appendix G)

Brigham Young University Press, Provo, Utah has published a book by Darryl Laramore entitled "Careers: A Guide for Parents and Counselors." It stresses home and family responsibilities in career education.

Olympus Publishing Company, in Salt Lake City, Utah, has also published two books which are helpful in conveying the concepts of career education to parents and community leaders.

- Your Child's Career - A Guide to Home Based Career Education
by G. Mongum, G. Gale, M. Olsen, E. Peterson and A. Thorum
- Career Education Survival Manual - A Guide for Career Educators and Their Friends by Larry McClure.

Listed below are roles which parents can play in career education:

- Participate in your child's career development by:
 - a. discussing with teachers and counselors, the child's skills, abilities, aptitudes, and interests.
 - b. contributing time to assist the teaching staff in conducting community involvement activities. (i.e. field trips, etc.)

- c. sharing with your child and his or her classmates personal work skills, knowledges, and experiences.
- d. taking the initiative to learn more about the post secondary educational programs available to your child.
- Demonstrate a positive attitude toward your child's educational program and the teaching staff by:
 - a. participating in parent-teacher conferences and career days.
 - b. recognizing the importance the education system can and should have in a child's career development.

Once the community has been made aware of the goals and objectives of career education, an advisory group needs to be selected to provide input in the development of the local plan and to monitor the school-community collaborative efforts. Listed below are other roles which advisory group members can play in career education:

- Participate in the education of young people by serving as a career education resource - guest speaker, host for field trips, sponsor for work experience, etc.
- Demonstrate a positive attitude toward the program of the school by:
 - a. supporting career education activities.
 - b. contributing time to the education of youth.
 - c. participating in school-community activities.
- Speak to the needs of special interest groups.
- Provide support from organized civic groups.
 - o Provide interface with social service agencies.
- Inform the general public about career education.

Many community resources are available; these can and should be utilized in helping youth understand and capitalize on the changing relationships between education and work. Using the existing community resources also gives community people the feeling that they are indeed contributing to the educational process in other important ways in addition to tax dollars.

Dr. Kenneth B. Hoyt defines collaboration as "a term which implies the parties involved share responsibility and authority for basic policy decision-making and that it implies that each party has action responsibilities contributing to the success or the lack of success of the total collaborative effort. Finally, it implies that each party recognizes a responsibility to understand and to work cooperatively with all other parties."

The importance of collaboration among parents, community and school cannot be overemphasized. Without a broad base of interest and support the implementation of Career Education has little hope of success.

PHASE II
TRANSITION

STEP 5

Develop a Local Plan for Career Education

The Career Education Leadership Team, the Career Education Advisory Council and the Cadre of staff and administrators need to pool their energies in the development of a local plan for career education. The information gathered by the local needs assessment will allow them to identify needs and to set goals.

Volume III Guidelines for Local Plans is available to provide LEAs with procedures to follow. During the last two years, these guidelines were tested by 10 local school districts in Wisconsin. LEAs desiring assistance in this Transition Phase will find experienced peer practitioners to be available. The following schools developed plans under USOE funded projects:

1977-78

1. Beloit
2. Hamilton-Sussex
3. Jefferson
4. Lake Geneva
5. West Allis

1978-79

1. Cuba City
2. Goodman-Armstrong
3. Grafton
4. Superior
5. Twin Lakes

LEAs may be quite flexible in the interpretation of the guidelines as is evidenced by the uniqueness of the 10 local plans developed under the 1977-78 and 1978-79 USOE funded projects.

The Beloit project encompasses the following ideas:

The plan includes career education opportunities for special populations, guidelines for eliminating role stereotyping in career education activities and materials, dissemination and promotional plans.

In summary, career education alone cannot prepare individuals for the world outside of school. The goals of the Beloit Plan complement and overlap other goals of education. Examples of relationships are as follows:

1. Career Plan and Curriculum Development
All curriculum committees and curriculum writers will infuse career education concepts, activities and resources into all future curriculum guides.
2. Career Plan and District In-Service Committee
In-service programs will be developed to orient teachers and administrators about career education.
3. Textbook Selection
Career education will be added as a criteria to consider in all future, textbook selections.
4. Teacher Supervision
Administrators will work with classroom teachers during supervisory visits and conferences to infuse career education concepts into daily classroom activities.
5. Vocational Education
A study of the present vocational education program and how it relates to career education has been completed. This study will determine the future direction of vocational education in Beloit.
6. Federal Grants
The integration of career education into academic programs (Outdoor Education-Biology), the development of career awareness and career preparation programs, the restructuring of the present vocational programs, self-awareness program, etc. will be considered in applying for federal programs.
7. Guidance and Media
The guidance and counseling staff and media staff are committed to the development of Career Learning Centers in each Beloit school.
8. Beloit College and Blackhawk Technical Institute
Representatives from both institutions serve on the Advisory Committee setting the goal of better articulation, communication and cooperation with the public schools.
9. Greater Beloit Area Chamber of Commerce and Beloit Labor Council
Representatives of both organizations and other civic groups are working with the Advisory Committee to provide career experiences for the students and educators of Beloit.

Working side by side, schools and communities can provide a broad range of opportunities for individuals to prepare themselves for their roles in adult life. It is very important, however, that a written plan in some form be developed. This plan should embody district philosophy, goals, and the implementation and evaluation procedures which must be agreed upon before embarking on the project. Without this blueprint, it is difficult to know where a local Career Education effort is heading, whether it is on course, and finally, whether or not it reached its destination.

STEP 6

Develop Inservice Program

The key to successful implementation is the classroom teacher. The staff needs to understand what career education is and what it is not, who is responsible for it, what materials are available, and where to find the time and resources to implement career education. These concerns need to be addressed during the initial Staff Orientation Session and answers provided during the In-Service Program.

The school board must be willing to make time and budgetary commitments to the Career Education Inservice Program. Implementation of career education involves more than alteration of existing curricula. It requires basic restructuring and value reorientation. This is not an overnight process. A reasonable project for the first year would be completion of steps 1 through 7. At the end of the first year, the district would have moved through the Transition Phase and would be ready to begin the Implementation Phase.

In designing an Inservice Program, several factors need to be considered:

- 1) Development of a rationale for implementation of career education including an overview, report of the results of the needs assessment, the local definition and the Local Plan for Career Education is important.
- 2) Recognition that staff members are not all at the same level of commitment to career education is important. Provision must be made for both supporters and antagonists as well as those who are apathetic.
- 3) Direction will be determined by goals based on information gathered in the assessment and pre-testing of staff and administrators.
- 4) Planning for inservice as to time, size, consultants, resources, supplies, etc. is limited by the amount of funds available. It is important to budget carefully.

During inservice, resources and materials should be available and presented continually; peer practioners and consultants should be utilized to provide new and different ideas regarding career education practices. The primary focus for inservice participants should be learning by doing; i.e., by developing

their grade level, subject or special program, as a finished product of the inservice program.

Planning for change requires effectively organized activities. The degree of classroom implementation depends on the extent to which instructional personnel are involved in planning. The critical nature of teacher involvement dictates that the inservice sessions be specially scheduled days in the school calendar or as summer workshop sessions under special contract.

Topics and agendas for inservice must be determined by the needs expressed in the local district. It is impossible to provide a universal model. During the 1978-79 Career Education Project for the Inservice Training for the Implementation of Local Plans, the five LEAs used a combination of inservice approaches depending on the needs of their staff, district inservice calendar, and local emphasis and commitment to career education.

The Models for Training K-12 Staff and K-12 Administrators for Career Education developed by the Wisconsin Career Education Consortium provide model agendas, training objectives, and strategies for career education inservice programs. The models also suggest numerous training approaches:

- Workshops
- University Extension Courses
- Peer Visitation
- Inservice/Preservice
- Cadre or Task Force Trainers
- Conferences
- Swap Days
- Departmental Meetings

Following an effective Inservice Program, teachers could be expected to:

- Be able to state that career education is:
 - a. compatible with all educational goals
 - b. a link between education and the World of Work beyond the school
 - c. based on self-awareness and awareness of the environment
 - d. an approach to motivate learners and increase achievement (for some students)
 - e. broader than vocational education; and is for all learners regardless of age, sex, race, handicap or educational goals.

- and that it is not...:
 - a. a subject to be taught
 - b. primarily for developing the work force
 - c. aimed at only paid work
 - d. anti-intellectual
 - e. just for students in junior and senior high
 - f. simply vocational education in a new package
- Demonstrate a knowledge of the career development process by:
 - a. applying the concepts and constructs of career development in making career education curriculum decisions.
 - b. writing career education objectives that relate to the needs of the students.
- Modify their curriculum to include career education concepts by:
 - a. relating academic subject matter to real life/work situation
 - b. utilizing community resources. (i.e. guest speakers, field trips, work observation experiences, etc.)
 - c. designing lesson plans, career education activities and work simulation to be used in the class
- Promote within each student an understanding, acceptance and development of self by:
 - a. working with students on value clarification, coping behavior, decision making, and self-development
 - b. discussing with each student his individual aptitudes and values
- Recognize each student as having dignity and worth by:
 - a. stressing the positive aspects of any occupation regardless of that occupation's position in the social order
 - b. conveying to students, a respect for their attitudes and beliefs
- Illustrate for students changing job requirements and the need for individuals to be flexible in occupational planning by:
 - a. explaining to students the need for occupational flexibility resulting from accelerated technological advances, increased mobility, and changing work roles
 - b. preparing students capable of coping with a changing society
 - c. illustrating for students the relationship that exists between work roles and life roles.
- Provide information to students for career planning by
 - a. explaining to students prerequisites for various careers
 - b. describing major careers of people within the local community
 - c. interpreting for students test results from ability, aptitude, and interest inventories
 - d. advising students as to existing and/or projected occupational needs within the community, the state, and the nation

(See Appendix H for Teacher Inservice Materials.)

Following an effective Inservice Program administrators could be expected to:

- Establish closer contact with the community by
 - a. promoting programs designed to actively utilize the community as an educational resource
 - b. allowing students to participate in learning activities in the community. (i.e. field trips, work observations, cooperative education programs, etc.)
 - c. encouraging open communication among students, parents, teachers, counselors, and potential employers.
- Recognize the role career education can play in the education of youth by:
 - a. participating in the making of decisions which affect the program
 - b. examining career education materials and practices found to be successful in other areas of the country.

(See Appendix I for a "List of Things to Look For...".)

Resources available for Inservice Program Planning are:

WCEC Training Models:

Training K-12 Staff for Career Education

Training K-12 Administrators for Career Education

Training in School-Community Collaboration for Career Education

State Plan Volume IV Resources

Oshkosh Area Public Schools Career Education Inservice Model (Oshkosh, Wis.)

Rural America Series on Career Guidance, Counseling,
Placement and Follow-Through Programs for Rural Schools
(Michigan, Ohio and Wisconsin)

Rural Career Education Teacher Training Cadre (Cashmere, Wash.)

Career Education Handbook for Implementation (East Lansing, Michigan)

Career Education Workshop Leader's Guide (Fort Worth, Texas)

STEP 7

Develop Comprehensive Career Guidance Program

Under the Career Education Incentive Act P.L. 95-207, Congress mandated 15% of the dollars appropriated for development of Comprehensive Career Guidance Programs.

How does this differ from the guidance and counseling programs which now exist?

The variation is primarily one of degree and extent rather than focus. A model comprehensive guidance program would provide K-adult guidance and counseling services, would include placement and follow-up functions and would rely on input and activities involving classroom teachers, parents, and the community-at-large.

During the 1978-79 Inservice and Implementation Project, Lakewood School, in Twin Lakes, was concurrently involved in an Elementary Developmental Guidance Experience (EDGE) Project. Subsequently, Lakewood, a K-8 district, was able to incorporate career education concepts and activities within their revised curriculum guides as they incorporated other guidance strategies, materials, activities, lesson plans, etc.

While placement and follow-up are not a part of a K-8 district's function, the basic guidance program, involving teachers, parents and community, developed at Lakewood fits into the desired mold.

LEAs desiring assistance will find a number of model programs around the state. The Wisconsin Career Guidance Model (WDPI) is also available to assist local districts in the development of guidance and counseling programs.

STEP 8

Define Local Infusion Process

Generally speaking, this Step will occur at the beginning of the second year of involvement in implementation of career education.

Staff implementing career education will need time to perform the following tasks:

- a. Design curriculum materials, instructional packages and audio-visual aids
- b. Visit local business and industry
- c. Develop a plan for infusion of career education throughout the school system

Ideally, local curriculum committees will have participated in summer workshops to incorporate career education concepts within the local curriculum guides. Grade and departmental inservice sessions will be held to allow teachers the opportunity to develop activities, identify resources and establish criteria for evaluation prior to the beginning of the school year. (As stated earlier - this guide is presented as a model - need for local variation and modification is recognized.)

Wisconsin's K-12 Guide for Intergrating Career Education With Local Curriculum has been used by numerous communities as they have updated their local curricula.

The Curriculum Committees need to work closely with the Career Education Leadership Team to specify the desired learner outcomes to be achieved through career education. Below are a few examples of desired learner outcomes. Learners will be able to:

- Examine personal skills, abilities, aptitudes, and interests for the purpose of making realistic career decisions by
 - a. recognizing strengths and weaknesses.
 - b. reviewing abilities with teachers, parents, and counselors.
 - c. relating personal characteristics to school and work roles.
 - d. describing individual differences and recognizing factors determining those differences.

- Exhibit an expanded awareness of and experience in numerous career options and occupational settings by:
 - a. exploring present and future career choices
 - b. participating in work simulations in the classroom
 - c. talking and visiting with employers and employees in and out of the classroom
 - d. discussing work activities as they relate to academic courses
- Develop a positive attitude toward learning by:
 - a. relating occupation requirements to subject matter content
 - b. identifying opportunities and need for continuing education in and out of the classroom
 - c. expanding the learning environment to encompass the total community

Suggested resources available to LEAs are listed below:

- K-12 Guide for Integrating Career Education With Local Curriculum
- Grafton Public Schools Career Education Plan K-12
- Lake Geneva Schools Career Education Plan
- Local School Districts listed in Appendix A of the K-12 Guide which have developed local guides
- Infusion Handbook for Teachers (East Lansing, Michigan)
- Teacher-Developed Infused Curriculum Modules (Fort Worth, Texas)
- State Plan Volume V Evaluation

PHASE III
IMPLEMENTATION

STEP 9

Implement Career Education

K-Adult

The final preparation stages have been completed and career education should be in place. This is not to say that many teachers have not been involved in career education previously, rather that the total school is involved in an articulated program.

Even though the Planning and Transition Phases are completed, a staff development program should continue to allow for sharing, improvement and modification. In addition, the Career Education Coordinator needs to work with staff to plan and facilitate community involvement in the career education program. A continuous effort will result in achievement of desired outcomes.

A number of curriculum development materials were suggested in Step 8, however, teachers will find that the most used and useful materials are those developed by local staff, to be used on the local level, with accomplishment of local objectives as the basis for development.

Continued time for inservice, workshops, and departmental meetings should provide:

- a. Time to develop local materials
- b. Liaison services between business, industry, labor, parents and local staff.
- c. Training in self-awareness, career awareness, career development, life roles, etc.
- d. Information and training in group dynamics, reduction of stereotyping and bias, individual differences, etc.

Local resources need to be identified and developed to provide follow-up assistance to teachers in classroom implementation throughout the year.

STEP 10

Establish Career Education Resource Center

The Career Education Coordinator will find that the school already owns a large collection of career education materials. Superior Schools began the task of identifying the materials in their district early in the 1978-79 project. Their media specialists and librarians identified a wealth of material related to career education in addition to materials housed in the various guidance offices and classrooms.

Initially, the LEA will need to develop such a catalogue of media resources available for career education. Secondly, staff will want to review new materials and annotated bibliographies to determine what additional resources are needed.

The Career Education Coordinator can survey the available resources and plan for development or purchase where needed. Here is a list of possible materials and resources.

Materials and Equipment:

- Career oriented films, film strips, and multimedia kits
- Printed materials on occupations
- Video taping and playback equipment
- Testing programs for identification of interests, abilities, aptitudes and aspirations
- Hands-on tools and job related paraphernalia
- Textbooks written with career education focus

Human Resources:

- Community resource file
- Parent resource file
- Guest speakers
- Hosts for field trips
- Vocational and occupational counselor
- Faculty and/or administrator
- Non-school work experience file

Community Resources:

- Listing of businesses and industries
- Labor unions
- Community advisory committee
- Chamber of Commerce, Lions, Rotary, Kiwanis, and others
- Job Service Office
- Local news media
- Career Days - Speaker List

The resources may or may not be housed in a central location within the district, (There are proponents for both sides of the issue.) but a printed catalogue of the collection needs to be distributed to every staff member.

In addition to print materials, slides, films, learning packages, cassettes, etc., community resources need to be identified and catalogued. Field trips, guest speakers, work experience sites, shadowing experiences and other "hands-on" opportunities need to be included. Cuba City's Career Education project staff members, John Heuschen and Karen Reusch, participated in a 10-day in-service Training Project in Cashmere, Washington. In sharing their experiences, Karen, who is the High School librarian, explained the system Cashmere uses:

In the Card Catalogue all books, magazines, etc. are catalogued according to normal procedures. Subject cards are made for various occupations and businesses in the community as well as for other non-print media the school owns. Community resources are filed in the card catalogue using a color-coded system:

- a) yellow - field trips
- b) blue - guest speaker
- c) red - work experience sites
- d) pink - scrap materials for in-class projects

(blue card)

Jones, Tom	Carpenter
Will talk to the following classes:	
a) Math	
b) Science	
c) Shop	
NOTICE NEEDED: 1 week	
<u>811 N. 3rd</u> <u>Anywhere, USA</u>	<u>622-0173</u> phone

One copy of the card would be filed under "Jones" alphabetically, a second under the subject "carpenter" and a third under the category "Guest Speaker."

Suggested publications for development of the Resource Center are listed below:

- Wisconsin State Plan Volume IV Resources
- Career Education - 1979: A Bibliography of Vocational Education Resource Materials (Wisconsin Vocational Studies Center, UW-Madison)
- Rural Career Education Teacher Training Cadre - Module G: Establishing A Student Career Education Resource Center (Cashmere, Washington)
- Career Education Materials Found Useful By Members of the Wisconsin Consortium For Improving Career Education
- EPIE Career Education S*E*T* Regents of the University of the State of New York Educational Products/Information Exchange
- NCCE - National Center for Career Education maintains a complete library of career education resources.

STEP 11

Provide Career Exploration Opportunities

A major emphasis of a comprehensive career education program is to prepare persons to make career decisions by choice not chance. A recent Department of Health, Education and Welfare survey found 60% of our nation's workers are dissatisfied with their jobs. Given the chance, they would not choose to do the same type of work again.

By providing career exploration experiences to youth in the upper grades, learners can be:

- Provided first hand experience and information for career decision making.
- Exposed to the work/economic realities of the community.
- Made aware of the necessity of academic and work skills through application
- Made aware of the merits and benefits of the free enterprise system.

Work exploration benefits business and industry by:

- Providing an avenue to promote the image of business and the free enterprise system.
- Providing contact with potential customers, clients, and employees.
- Allowing a firm to designate in advance the type, degree, and timing of the participation desired.
- Providing an easy way for a firm to help young people realize their potential, in addition to strengthening the community.

Surveys point out very low public understanding of the free enterprise system and its relationship to productivity, profits and government control. Career exploration programs provide teachers and students with information and direct experience with the American free enterprise system. Career Education Coordinators can arrange for community workers to come into the classroom and for students to have on-site experience through:

Classroom speaker: For grades K-12; A discussion with an employer or employee about his/her career field.

Plant/office tour: For grades K-12; A tour with emphasis on the types of occupations in a firm or organization.

Plant/office discussion: For grades 7-12. An on-site discussion between a worker and ten or fewer students.

"Shadowing": For grades 10-12; An on-site experience in which a knowledgeable student observes a worker for part or most of a day.

Internship: For grades 11-12; Mature students may participate in a part-time, unpaid work experience for one to several weeks (school credit).

A Career Education Input Model and Guidelines For Work Exploration can be found in Appendix J*.

LEAs planning to develop career education programs are encouraged to study recent CETA legislation in addition to programs and policies in education. Recent DOL-HEW joint policy-statements are supportive of LEA-CETA cooperation in planning, financing and implementing career exploration programs. Of key concern is the granting of credit for work experience such as a long term internship or in an experienced based program such as the one in Fond du Lac, Wisconsin.

The Department of Public Instruction does not dictate or even suggest guidelines for schools to follow in the granting of credit. Each local district is urged to determine if credit is granted, based on the educational merit of the individual program.

For assistance in developing a career exploration program, LEAs are encouraged to review the suggestions in the WCEC's publication, Training In Community-School Collaboration for Career Education.

* Adapted from BICEP (Business, Industry, Community, and Education in Partnership), 1738 E. 2700 South, Salt Lake City, Utah 84106

PHASE IV
EVALUATION

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STEP 12

Evaluate Career Education Program

A critical stage in any program is the evaluation of attainment of goals and objectives and the reassessment of needs.

Numerous evaluation systems and models for evaluation exist. For general purposes, process and product evaluation are most commonly used.

Step 12A would be the *process* evaluation, providing feedback to the district administrator. The purpose of the evaluation is to discover problems in design or implementation and to provide data for decision-making. This phase of evaluation provides progress reports through a variety of media to the steering/advisory committee, school board, the various publics (students, teachers, counselors, parents, employers) and the public-at-large. It involves an ongoing evaluation program, securing feedback from the advisory committee, recent graduates, students, teachers, counselors, parents, and employers concerning the relative merits of various aspects of the career education program.

Step 12B is *product* evaluation - the measurement and recognition of attainment of need at the end of the program cycle. This phase of evaluation repeats the administration of instruments developed and used in Step 2.

Figure 3 outlines a Model Evaluation Plan. A sample Evaluation Matrix is in Appendix K.

The suggested resources and publications described in Step 2 are applicable at this point also.

BASIC CAREER EDUCATION
EVALUATION PLAN

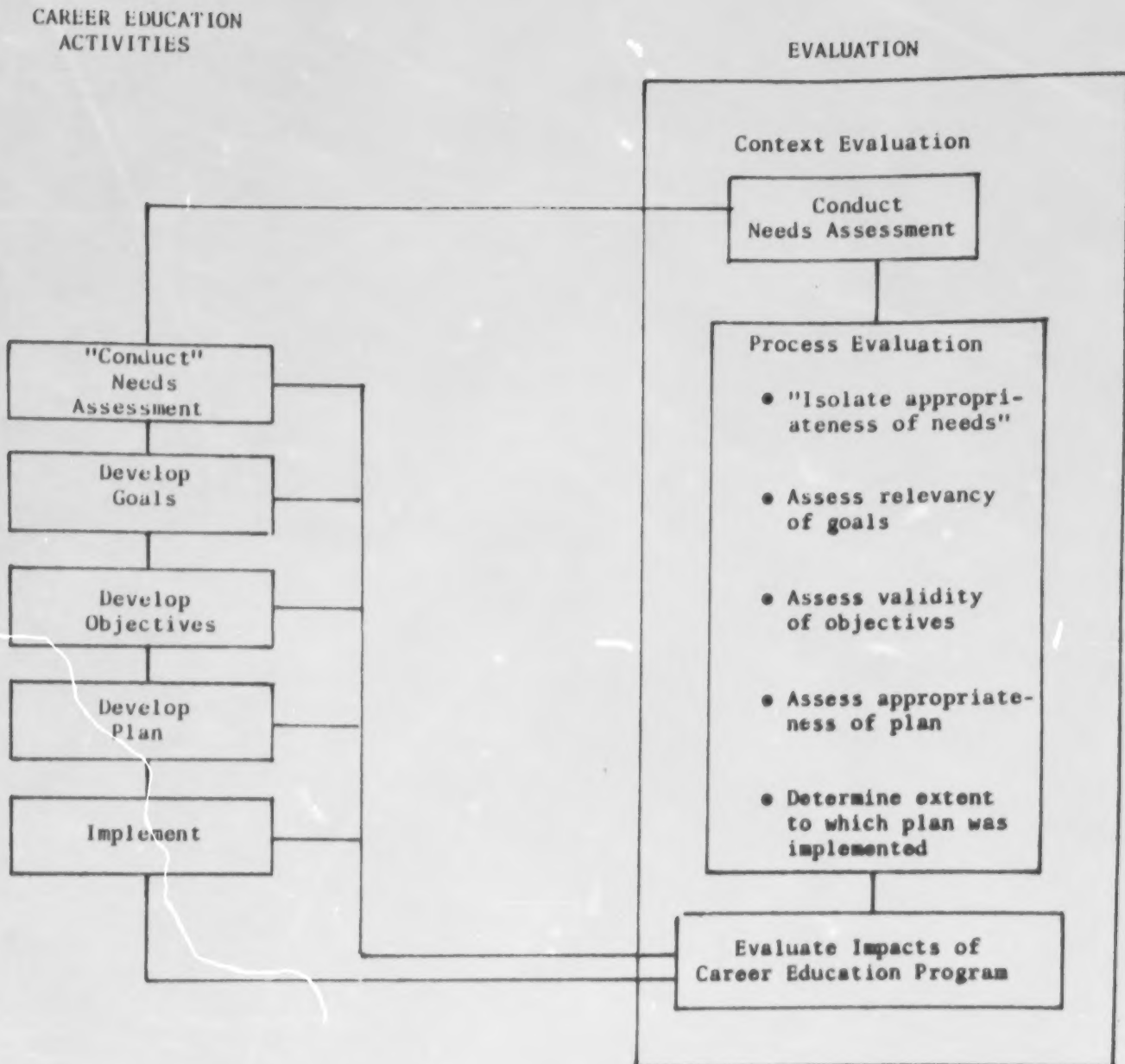


Figure 3

STEP 13

Report on Program Evaluation

The staff, parents and community should be kept informed of the evaluation results as well as the school administrator and school board.

What information and particular format you use is up to the discretion of the Career Education Coordinator and Local Advisory Committee. The frequency of these reports should be based on the evaluation plan and the other career education public relations activities.

If a monthly Career Education Newsletter is going out to the staff and community, evaluation results can be included on a regular basis.

(For various formats and suggested topics see Appendix L.)

STEP 14

Refine and Repeat Cycle

At the end of each year (or planning cycle), or at logical points during the program, the question of effectiveness needs to be addressed. The results must then be tabulated, carefully analyzed and used in the modification and improvement of the Local Plan for Career Education. As short-term objectives are accomplished, long-range objectives need to be reassessed and broken down into new short-term objectives with corresponding activities, resources and evaluation criteria.

From this point, a district can abbreviate the implementation model, while continuing to provide leadership through the Career Education Coordinator and Career Education Advisory Council; providing orientation and inservice to new staff; and continually improving and upgrading community collaborative efforts so that the Local Plan will be modified and updated as part of the evaluation phase.

An On-going Career Education Cycle is provided in Figure 4 for those districts which are beyond the initial implementation stage and have moved into the refinement stage.



Figure 4

E F F E C T

Summary Statements

This guide has attempted to present a simple step-by-step model. However, a variety of circumstances can complicate the implementation process.

Among the most serious considerations is BUDGET. Since its inception, career education has depended heavily upon federal funding. This is true in Wisconsin as well as nationwide. A few states, such as Arizona, Mississippi, and Ohio have gained state funding through legislation. In other areas, local communities are carrying the full cost of career education.

While federal funds are useful, career education is basically a *people-change* program which requires time and money the first two to three years, but can operate on a minimal budget once the main thrusts of Planning and Transition Phases are accomplished.

Due to the very nebulous nature of federal appropriations, LEAs are encouraged to look closely at Local and State resources for career education.

Ultimate responsibility for implementation and the most likely source of sustained funding is at the local school and/or community level. Resource allocations for career education are difficult to generate in a time when most local education agencies are faced with cost-cutting emergencies and austere budgets. For this reason, resource development must be met with innovative strategies by both faculty and administration. Often overlooked in the rush to obtain federal funds is the multitude of local assets that may be available to support the career education effort. A survey of anticipated needs and an inventory of available school and community resources are relatively simple activities for an administrator to complete.

In conclusion, LEAs are encouraged to seek assistance from the State Career Education Coordinator when needed and to also share local successes, activities and materials by using the forms in Appendix E.

APPENDICES

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MAJOR CAREER EDUCATION ACTIVITIES TO DATE

State workshop produced first draft of Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum. August 1970.

Pilot testing of state guide in 10 workshops in which representatives from 35 school districts produced local guides. Summer 1971.

Career Education Conference for Wisconsin Educators and Community Leaders at U. W. - Stout. July 1971.

Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum used as a model guide in a National Training Conference conducted for USOE by the University of Missouri - Columbia's Career Development, Guidance, Counseling and Placement Project. January 1972.

State representatives attended a Regional Conference for Developing State Plans called by USOE through the University of Maryland under the auspices of the American Association of School Administrators - National Academy for School Executives, held in Minneapolis, Minnesota. May 1972.

Career Education and Adult Education Conference sponsored jointly by the University of Wisconsin Extension, the U. W. Center for Studies in Vocational and Technical Education, and the Wisconsin Board of Vocational, Technical, and Adult Education. June 1972.

Career Education Conference for Wisconsin Educators and Community Leaders at U. W. - Stout. July 1972.

Twenty-six Local Career Education Summer Workshops. Summer 1972.

Career Education was the theme of the annual state WASSVE (Wisconsin Association of Secondary School Vocational Educators) Conference, jointly sponsored by WASSVE and DPI (Department of Public Instruction). August 1972.

Two regional Governor's Conferences on Partnerships for Career Education, one in Stevens Point and the other in Milwaukee, Wisconsin. May 1973.

Career Education was the theme of the annual summer conference of State Vocational Agriculture Instructors jointly sponsored by WBVTAE and WDPI. July 1973.

Open meeting for Wisconsin Post-Secondary Educators to learn about four major career education projects. (First of several consortium meetings for the sharing of ideas among the leaders of four projects involving District One Technical Institute - Eau Claire, Lake Shore Technical Institute - Sheboygan, North Central Technical Institute - Wausau, and Western Wisconsin Technical Institute - La Crosse. October 1973.

Career Guidance Seminar to develop school and community leadership, jointly sponsored by the Wisconsin Personnel and Guidance Association and the National Alliance of Business. October 1973.

Conference on The Role of Teacher/Counselor Educators in Pre-service Preparation for Career Education at U. W. - Stout. February 1974.

State-wide Seminar to share results of three year exemplary career education project at Sheboygan, Wisconsin. April 1974.

Eighty-four local career education projects funded in Fiscal Year '74.

Evaluation Seminar at University of Wisconsin-Stout held during spring vacation to help participants develop plans for evaluating their local career education efforts. April, 1974.

Working Conference of Decision Makers Concerning a State Plan for Career Education, involving leaders in education, business, industry, labor, government, professions, parents, and civic/service groups. March, 1975.

Beginning of four career education projects awarded grants from USOE's Office of Career Education in accordance with Section 4Co, Title IV, Pub. L. 93-380. July, 1975.

- (1) Effecting Incremental Quality Improvement of Career Education in a Consortium of Selected K-12 School Districts. (\$236,947 - Wisconsin Department of Public Instruction.)
- (2) Career Education Program. (\$39,650 - Oshkosh Area Public Schools.)
- (3) Career Education Strategies for Gifted and Talented Boys and Girls. (\$65,912 - University of Wisconsin-Madison.)
- (4) Anything You Want to Be. (\$27,716 - Girl Scouts of Milwaukee, Inc.)

Career Education was the theme of the annual statewide summer conference of Distributive Education Teachers. August, 1975.

Statewide Leadership Conference for Career Education, June 1976. (For educational and community leaders.) Theme: Strengthening Links between Schools and Communities through Career Education. Sponsored by the Wisconsin K-12 Consortium for Improving Career Education.

USOE funded project to develop a Wisconsin State Plan for Career Education - \$40,000. (1976-77)

Second year (1976-77) funding of two USOE incremental improvement projects:

1. Wisconsin K-12 Consortium for Improving Career Education - \$199,212. (Involving the Wisconsin Department of Public Instruction and the school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, Watertown, and their partner schools.)
2. Oshkosh Career Education Program - \$37,504.

Experience Based Career Education Project funded by USOE in cooperation with NIE, began in Fond du Lac, Wisconsin, July 1976.

Approximately 60 people from Wisconsin schools and communities attended the National Conference for Career Education in Houston, Texas. November 1976. Twenty-one made presentations.

A sectional presentation and a display on the Wisconsin Career Education Consortium was included in the State Convention of School Board Members on January 20-21, 1977.

Career education was the topic of the Milwaukee Area Guidance Conference on February 8, 1977.

A sectional presentation by the Wisconsin Career Education Consortium was included in the UW-Stout Annual Guidance Conference on February 10, 1977. (Career education has been the topic of sectional meetings of the University of Wisconsin-

Stout's Annual Guidance Conference every year for the last six years⁽¹⁾)

A sectional presentation was included in the annual State Convention of Teachers and Administrators of Special Education in Oshkosh on February 11, 1977.

Practitioners from the Wisconsin Consortium for Improving Career Education provided a seminar for SEA staff on May 9, 1977, as a means of sharing ideas and experiences in career education with state level guidance and instructional specialists: so they, in turn, can share them with others in the state.

State wide Leadership Conference for Career Education, June 1978. (For educational and community leaders.)

Eight Regional Career Education Drive-In Workshops, May, 1979. (For educational and community leaders

MAJOR CAREER EDUCATION PROGRAMS AND MATERIALS

Besides the state and local guides and four major implementation projects already mentioned at Eau Claire, La Crosse, Sheboygan, and Wausau, the following are especially worthy of note.

AMERICAN PIE FORUM - Wisconsin's 13 week career education program for disadvantaged adults via weekly half hour TV programs, radio spots, and a biweekly newspaper. This program is similar to and a follow-up to Project 360°.

AN ASSESSMENT OF THE STATUS OF CAREER EDUCATION IN WISCONSIN - A research study conducted by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 1973.

BREAD AND BUTTERFLIES - Wisconsin participated in a consortium in developing this series of 15 career development TV programs and instructional materials designed for 4th, 5th, and 6th grade students. It is shown via Wisconsin's Education Television Network. The series' theme is "freedom to hope, to choose, to change."

CGP - A Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Small Schools is being developed in a tri-state consortium with Ohio State University, Northern Michigan University, and the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

COOPERATIVE EDUCATION PROJECT FOR THE GREATER MILWAUKEE AREA - involves 26 public and private elementary and secondary school districts, Milwaukee Area Technical College, UW-Madison, UW-Milwaukee, UW-Stout, and Marquette University.

EMPLOYABILITY SKILLS - a post-secondary sound filmstrip presentation on employability skills, with student and teacher guides for 18 modules, has been developed by the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison. Another edition for use in secondary schools will be ready in June, 1976.

ETN COURSE - a graduate course in career education for educators in the field offered via the state's Educational Telephone Network; initially developed and offered by UW-Madison; now offered through UW-Whitewater.

FREE LOAN SERVICE - A free career education loan service is available through the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison. The center encourages teachers and counselors to order materials and to contribute materials they have developed which may be useful to others.

HELP - A Higher Education Location Program which provides a toll-free telephone network for obtaining information on opportunities in the University of Wisconsin system.

ICED - an Instant Career Education Directory which provides a toll-free telephone network for obtaining information on career preparation openings in the state's vocational/technical system.

K-12 CAREER EDUCATION IN WISCONSIN - a slide/tape in-service presentation produced at DPI. It discusses the Wisconsin Career Development Model and the sixteen basic career development concepts listed in the state's guide. Slides gathered from several areas of the state are used to illustrate implementation of these concepts.

MOBILE LABS - three mobile career guidance labs serve clusters of rural K-12 school districts in CESA's 5, 7, 8, 10, and 12. Two other mobile units are operated for their feeder schools by post secondary vocational, technical schools (Fox Valley Technical Institute and Western Wisconsin Technical Institute), and one is operated by the University of Wisconsin-Stout which serves schools in CESA's 4, 5, and 6. This mobile unit is used for pre-service and in-service training purposes for counselors and teachers.

NEWIST - Northeastern Wisconsin In-School Television has produced video tapes for broadcast via ETV and films on Wisconsin occupations and on self awareness as aids to career planning.

THE PEOPLEWORKS - a career education radio series for junior high school students produced by WHA-Radio in cooperation with the Wisconsin Department of Public Instruction and the Educational Communications Board will be aired the second semester of 1974-75. Using a mixed format, open-ended situations will be developed to motivate class discussion.

PLACEMENT - Fifteen joint placement projects are involving 56 school districts and 15 job service offices. This joint effort emphasizes the training of school personnel to work cooperatively with job service personnel in assisting school leavers as they seek employment, before or upon graduation.

PROJECT 360° - Wisconsin participated in a consortium of 14 states which produced Project 360°, a 26 week career education program for disadvantaged adults. Components included weekly half-hour TV programs, weekly 3½ minute radio shorts, and a biweekly newspaper.

SELF INCORPORATED - A TV series for junior high school students is shown over the state's educational television network. It emphasizes self-awareness.

UPPER GREAT LAKES REGIONAL COMMISSION - Has provided funding through WVTAE and WDPI to support such projects as ICED, and mobile career guidance labs.

WISC - Wisconsin Instant Information System for Students and Counselors provides a free deck of microfilm aperture cards on Wisconsin occupations and schools offering training for them to any junior or senior high school that owns equipment with which to view them.

WISCONSIN SENIOR SURVEY - 1975 - was conducted by the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison. Fifty-six thousand seniors participated, representing 95% of all Wisconsin high schools. The survey served to stimulate and encourage student thinking about self and post-high school options, as well as provide valuable data on which to base changes in instruction and guidance.

WCIS - (Wisconsin Career Information System) funded by the U.S. Department of Labor is in development under the direction of the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison. It is a statewide computerized system of delivering occupational information about national occupations, state occupations, four year colleges, two year technical schools, student financial resources, human career education resources and military programs

DEMONSTRATION PACKAGES - The Wisconsin K-12 Consortium for Improving Career Education has produced 20 how-to-do-it packets on various aspects of career education as a means of sharing strengths with others. (See two-sided order blank attached.)

ASSESSMENT AND EVALUATION KIT - The Wisconsin K-12 Consortium for Improving Career Education has produced an AE Kit including 18 assessment and evaluation instruments to help local school districts measure their current status and progress in career education. The kit also includes materials on the need for and value of evaluation, processed for producing/selecting and using evaluation instruments, and suggestions for getting the most value from the kit. (See attached two-sided order blank.)

CAREER EDUCATION DEMONSTRATION PACKETS
developed by members of the
WISCONSIN K-12 CAREER EDUCATION CONSORTIUM
(A USOE funded demonstration project)

Please
Print

Name: _____ Date: _____

Address: _____ Telephone No.: _____

Please send me the items checked below. (These will be sent free of charge as long as supply lasts.)

- ☐ 1. Action Learning: An Experience Based Learning Option
- ☐ 2. Career Education and Basic Skills Curriculum Development, K-5
- ☐ 3. Career Education Plan and Assessment Instrument for Elementary Teachers - Social Studies (Self) Skills
- ☐ 4. Career Education - Staff Development
- ☐ 5. Career Guidance Activities
- ☐ 6. Counseling, Guidance, and Career Development
- ☐ 7. Development of a Career and Educational Planning Center
- ☐ 8. Development of a Community Resource Guide
- ☐ 9. Development of a Community Resource Persons List for Career Education
- ☐ 10. Development of Job Placement Services for High School Youth
- ☐ 11. Development of Local Slides to Depict Job Opportunities in Community
- ☐ 12. Development of Self Awareness Within the Second Grade Curriculum
- ☐ 13. Development, Organization, and Operation of a Business and Education Council
- ☐ 14. Experience Based Learning
- ☐ 15. Five Career Education Ideas (General brochure, special education brochure, BIE inservice ideas, career day ideas, card file of ideas for primary students)
- ☐ 16. Foreign Language and Careers
- ☐ 17. Health Careers
- ☐ 18. High School Placement Project
- ☐ 19. Integrated Grade Three Science Unit "Electricity" with Career Development and Language Arts
- ☐ 20. Job Interdependency in Science Research
- ☐ 21. Joint School-Community Development of a Slide/tape Presentation on Local Job Opportunities
- ☐ 22. Organization, Operation, and Function of a Career Education District Coordinating Council
- ☐ 23. Providing Experiences in Business and Industry for School Counselors and Teachers
- ☐ 24. Providing Shadowing Experiences for High School Students
- ☐ 25. Work Sample Evaluation

Order Blank For
 CAREER EDUCATION ASSESSMENT AND EVALUATION INSTRUMENTS
 developed by members of the
 WISCONSIN K-12 CAREER EDUCATION CONSORTIUM
 (A USOE funded demonstration projects)

Please
Print

Name: _____ Date: _____

Address: _____

Zip: _____

Please send me the items checked below. (These will be sent free of charge as long as supply lasts.)

- _____ 1. Student Career Development Needs Assessment
- _____ 2. Guidance and Counseling Student Needs Assessment
- _____ 3. Newsletter Survey
- _____ 4. Career Education - Basic Skills Materials Evaluation Form
- _____ 5. Instrument Draft Feedback Form
- _____ 6. Evaluating an Assessment Instrument
- _____ 7. Parent Survey
- _____ 8. Career Education Activities Survey and Career Education Activities Log
- _____ 9. Student Questionnaire on Guidance Services
- _____ 10. High School Follow-up Questionnaire
- _____ 11. Community Placement Evaluation (Student Form)
- _____ 12. Community Placement Evaluation (Sponsor Form)
- _____ 13. Staff Involvement Survey
- _____ 14. About My Classroom
- _____ 15. Interaction Experience with Business People
- _____ 16. Student Assessment of Career Development Activities
- _____ 17. Career Education Workshop Evaluation
- _____ 18. Meeting Evaluation
- _____ 19. Survey for Identifying Resources Available to Public Schools
- _____ 20. Teacher Survey: Middle and High School

Note: Please Mail this order to Barbara Buechner, Secretary
 Career Education
 Wis. Dept. of Public Instruction
 126 Langdon Street, Room 410
 Madison, WI 53702

Or
 Leave on display table.

(Use reverse side to order demonstration packets.)

ABSTRACT OF THE WISCONSIN STATE PLAN FOR CAREER EDUCATION

The purpose of the Wisconsin State Plan for Career Education is to provide a coordinated plan for the delivery of career education in Wisconsin. The delivery system includes: pre-schools; elementary and secondary schools; post-secondary schools including institutions within the Vocational, Technical & Adult Education System, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities; home and family activities; community organizations such as civic/service/support groups, educational associations; and occupational organizations in business, industry, labor, professions and government agencies. The State Plan is divided into five volumes for easy use and each is described in a separate abstract below. The State Plan is not intended to be "plugged in" in its entirety in local communities. The autonomy of local schools and communities is recognized and preserved by providing directions and suggestions for developing local plans for career education which are specific for each local community's needs and resources. There are ten broad goals for career education in Wisconsin. Goals 1-7 have direct implications for career education at the local community level and complete flexibility is allowed for each community to identify the best ways to achieve these (or similar) goals. However, suggestions and guidelines are provided to assist local communities in their efforts. Goals 8, 9, 10 are primarily concerned with the roles of state level groups and how they can provide direction and assistance to their local counterparts. Although career education is not mandated in Wisconsin, many school districts are already using career education strategies to enhance their guidance and instructional programs. This state plan will help to coordinate efforts at both state and local levels.

ABSTRACTS OF VOLUMES IN WISCONSIN STATE PLAN FOR CAREER EDUCATION

Volume I, INTRODUCTION, of the Wisconsin State Plan for Career Education contains a definition of career education, Wisconsin's Position Statement on Career Education, and a section on collaborative activities of various school and community groups. It shows how the plan builds upon the same 22 career development concepts which form the basis for the K-12 Guide for Integrating Career Education with Local Curriculum. This volume also contains a section on the need for career education with supporting data from the statewide career education needs assessment conducted in the fall of 1976. Operating procedures are included for the State Advisory Committee for Career Education and for the Joint Executive Council for Career Education. The former group is composed of 42 members, representing a broad spectrum of agencies, associations, institutions, organizations, and support groups. The latter group is composed of one representative each from the Wisconsin Department of Public Instruction; the Wisconsin Board of Vocational, Technical and Adult Education; the University of Wisconsin System; and the Wisconsin Association of Independent Colleges and Universities.

Volume II, STATE LEVEL PLANS, lists short and long range objectives, activities, resources and evaluation procedures for meeting goals 1 through 10. Objectives are also included for specific groups. The STATE LEVEL PLANS include two kinds of plans. The first includes things that various groups have been doing for a long time to provide career education for individuals. Including them in the plan gets them "on the record" for greater visibility and coordination of efforts. The second group of plans includes efforts that are needed, but, up until now, have not been provided in any coordinated manner. These efforts will be carried out sequentially, depending on funding resources for staff, materials and participants. This volume also contains sections on dissemination, budget requirements, and relationships to other Wisconsin state plans.

Volume III, GUIDELINES FOR LOCAL PLANS, is a "how to do it" book for local communities wishing to develop a local plan for career education. Realizing that the state level plans in Volume II are not applicable to local communities, it is suggested that they develop a local plan for career education taking into account their specific needs and resources. Volume III tells how to conduct a local career education needs assessment, how to establish goals and short and long range objectives; suggests activities to achieve objectives; provides guidelines for identifying local resources and establishing evaluation procedures, and makes suggestions for project management. There are also sections about providing career education opportunities for special populations and guidelines for eliminating sex, race and handicapped role stereotyping in career education activities and materials. The last four sections include information on dissemination, implementation, administration, budget and relationship to other local plans for education.

Volume IV, RESOURCES, contains summaries of major USOE funded projects in Wisconsin since 1970. It also covers key national and state sources of career education materials which are available upon request. The cornerstone of career education is the effective involvement and utilization of local resources in each community across the state. Therefore, considerable emphasis is placed on identifying and developing local resources specific to each community. Volume IV also contains lists of major career education activities, programs, materials and local curriculum guides developed in Wisconsin communities.

Volume V, EVALUATION, contains sample instruments that can be adapted to measure the impacts of career education efforts on third, sixth, ninth, twelfth grade students, teachers, and counselors. There are also sample forms for evaluating an advisory committee and the contributions of civic/service/support and occupational groups and government agencies. References are made to other evaluation instruments and standardized tests which have been used in other career education projects.

ABSTRACTS OF COMPANION PUBLICATIONS

The following companion publications will help schools and communities implement their local plans for career education.

The WISCONSIN CAREER EDUCATION NEEDS ASSESSMENT AND SURVEY OF RESOURCES HANDBOOK is a compilation of 21 instruments which were developed and used in the state-wide career education needs assessment conducted in Fall, 1976. It includes a bank of items to be used in developing or revising career education needs

assessment and evaluation instruments. It also describes how to modify the needs assessment instruments so they can be used as evaluation instruments. There are suggestions given for ways in which to summarize the data and guidelines for making decisions from the data. For more information, contact Robert S. Meyer, Supervisor for Career Education; Department of Public Instruction; 126 Langdon; Madison, WI 53702.

The K-12 GUIDE FOR INTEGRATING CAREER EDUCATION WITH LOCAL CURRICULUM, revised in 1978, is an effective tool for use by local districts as they integrate career education with their ongoing curriculum. It is intended to be just a guide. It recommends 22 basic concepts that can be introduced, developed, and emphasized at appropriate grade levels and suggests various learner outcomes related to these concepts. It leaves it up to local school staffs to develop their own career education curriculum by adding to the concepts and desired learner outcomes their own ideas for learning activities, required resources, and methods of evaluation. For more information contact Russell Mosely, Deputy Administrator and Curriculum; Division for Instructional Services; Department of Public Instruction; 126 Langdon; Madison, WI 53702.

A KIT OF CAREER EDUCATION ASSESSMENT AND EVALUATION INSTRUMENTS (AE Kit) was developed by the Wisconsin Career Education Consortium (WCEC) in 1976. The AE Kit contains eighteen assessment and evaluation instruments for the following categories: 1) assessing career education needs; 2) evaluating career education materials; 3) measuring career education processes; 4) measuring career education outcomes. Each of the instruments was developed by one of the seven schools in the WCEC to meet a specific need and then was reviewed and tested for transportability by the other consortium school districts. There are instruments for students, parents, school staff and community personnel, depending upon the kind of information appropriate to collect from each population. Accompanying each of the instruments is a cover sheet giving pertinent information about the instrument and instructions for its use. The AE Kit also includes a set of guidelines for developing and adapting additional instruments, materials on the need for and value of evaluation, processes for producing, selecting and using evaluation instruments, information on published instruments used by the consortium, and suggestions for getting the most value from the Kit. For more information, contact Robert Meyer, Supervisor for Career Education; Department of Public Instruction; 126 Langdon; Madison, WI 53702.

THE WISCONSIN CAREER GUIDANCE MODEL is congruent with career education goals and programming and is consistent with tested guidance practices. The Model stands on a base of developmental tasks and learner readiness that can be used by any school discipline interested in developing an instructional program. One of the sections of this publication specifically addresses guidance and instructional program development. It is entitled "Developing a Career Guidance Unit or Program." The Model emphasizes that a career guidance and education program can be directed toward the specific social role of work, but it must be established through self-development. The objectives suggested for use in implementing the Career Guidance Model are grouped into five phases which progressively build upon one another. These phases are: I. Awareness of Self And Society, which stresses knowing and being aware of aspects of self such as behavioral and attitudinal dimensions considered important for personal effectiveness; II. Awareness of Self-In-Society, which stresses how to relate knowledge of self and society to career planning; III. Individual Selection of Orientation/Valuing during which worth is ascribed to particular aspects of self and society; IV. Social Planning, represents the integration of self-awareness and social awareness in career planning; V. Action/Behavior,

carrying out of the learning and planning which has taken place in the first four phases. The Career Guidance Resource Manual, Vol. No. 1, 1977-1978 publication is designed to accompany the Model. For more information, contact Don Severson, Supervisor Counseling and Guidance; Pupil Services Section; Department of Public Instruction; 126 Langdon; Madison, WI 53702.

THE CAREER GUIDANCE RESOURCE MANUAL, Vol. No. 1, 1977-78 is designed to accompany the Wisconsin Career Guidance Model. It contains more than 571 entries. Three broad sections within the Manual are: (1) Evaluation of Resource Materials, (2) Career Guidance Implementation Materials, (3) Career Guidance Needs Assessment and Evaluation Materials. Each entry is annotated regarding grade level, what kind of media it is and then related to the five phases of career guidance in the Career Guidance Model. For more information, contact Don Severson, Supervisor Counseling and Guidance; Pupil Services Section; Department of Public Instruction; 126 Langdon; Madison, WI 53702.

Wisconsin Career Information System (WCIS) is available from the Wisconsin Vocational Studies Center at the University of Wisconsin-Madison. It is available in both computer assisted and manual versions, and it provides information for student and staff use on: (1) Occupational Information, (2) College Information, (3) Training Information, (4) Scholarships and Financial Aids. For more information contact David Caulum at the UW-Madison; Madison, WI 53706.

Training University Faculty and Aspiring Educators Enrolled in Pre-service for Career Education. This training aid was produced by the Wisconsin Career Education Consortium Project in 1977-78. It included suggestions for in-service training of university administrators, the general faculty, and teacher/counselor education faculty; and suggestions for pre-service training of aspiring teachers, counselors, and district administrators. A set of desired competencies is provided to give direction to both the pre-service and in-service training programs.

Training K-12 Administrators for Career Education. This training aid was produced by the Wisconsin Career Education Project in 1977-78. It discusses training objectives and strategies for: (1) promoting understanding and commitment, (2) effecting change, (3) outlining leadership roles, (4) planning and managing a comprehensive program, and (5) linking school and community.

Training K-12 Staff for Career Education. This training aid was produced by the Wisconsin Career Education Consortium Project in 1977-78. It discusses various approaches to training such as: (1) workshops, (2) in-service and pre-service, (3) university extension courses, (4) community resources for staff development, (5) peer visitations, and (6) dissemination. It also discusses the use of consultants from other schools, from universities, from publishers, and from the Department of Public Instruction.

Training in Community-School Collaboration for Career Education. This training aid was produced by the Wisconsin Career Education Consortium Project in 1977-78. It discusses several school-community strategies such as: (1) business visitation of schools, focussing on career education, (2) administrator and staff visitation to community employers, (3) local production of slide/tape presentations on community occupations, (4) cooperative development of a community resource directory, (5) development of a speakers' bureau, (6)

shadowing experiences in the community for high school students, teachers, and counselors, (7) parent involvement, (8) career days, (9) field trips, and (10) cooperative education.

Local Plans for Career Education have been produced in recent USOE funded projects at Beloit, Cuba City, Goodman, Grafton, Hamilton-Sussex, Jefferson, Lake Geneva, Superior, Twin Lakes, and West Allis.

Note: All of these companion publications are available through the Department of Public Instruction.

PROJECT ACTIVITIES AND DATES

IV. Operational Plans

In order to attain project objectives, the following activities are planned.

- A-B. To attain primary and complementary objectives concerned with the development of local plans for career education which reads:
- A.1. By the end of the project's sixth month, local plans for career education will have been developed in five selected school districts. (See description of sites in introduction, pages 3-4.)
- B.1. By the end of the project's sixth month, the "Guidelines for the Development of Local Plans for Career Education" contained in the 1977 "user trial draft" of the Wisconsin State Plan for Career Education will have been disseminated and implemented in five selected school districts of the state (in achieving objective A.1).

<u>Activities</u>	<u>Start and End</u>
1. Project staff will distribute the Wisconsin State Plan for Career Education to the five selected LEAs. (Cuba City, Goodman, Grafton, Superior, and Twin Lakes.) The "Guidelines for the Development of Local Plans for Career Education" contained in this state plan will provide guidance for the following activities.	7/1/78- 8/1/78
2. Project staff member(s) will meet with the local coordinator and planning committee* in each of five selected LEAs to acquaint them with above guidelines, outline tasks ahead, and help them produce a definition and conceptual base for career education in their community.	7/1/78- 9/1/78
3. Local coordinators will assist district administrators in identifying and appointing a citizens' advisory committee for career education.	7/1/78 9/1/78
4. Project staff member(s) will meet with local coordinator and committee of each LEA to help them derive statements of local needs and goals based on their local data from the recent statewide needs assessment.	7/1/78- 9/1/78

*Local planning committee will include key school and community personnel.

- | | | |
|-----|---|----------------------|
| 14. | Local coordinators and committees will compile and present a first draft of their plan to their school board and district administrator. They will explain the plan and request approval to conduct a staff in-service program to help prepare administrators, teachers, and counselors to implement the plan.* | 12/1/78-
12/31/78 |
| 15. | Local coordinators and members of their local planning committees will provide the project staff with recommendations for improving the "Guidelines for the Development of Local Plans for Career Education." | 1/1/79
2/1/79 |
| 16. | Local coordinators will share their local plans for career education with other interested school districts and serve as resource persons to other districts as they develop local plans for career education. | 1/1/79-
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*Note: It is anticipated that most local plans will include:

- An introduction containing a definition and explanation of career education, a history of career education in the community to date, and a listing of the advisory committee for career education.
- Statements of needs for career education based on evidence from local needs assessment.
- Goals based on needs and short and long range objectives under each.
- Proposed activities to attain short and long range objectives.
- Identification of school and community resources for career education on hand (based on survey of local resources), and additional resources needed to carry out planned activities.
- Plans for evaluating effectiveness of career education activities.
- Plans for administering and implementing their career education plan.
- Relationships to other local educational "plans."
- Impact of career education on local budget.

5. With the help of LEA resource persons from 1977-78 pilot sites, local coordinators and committees will establish short and long range objectives and list activities to be integrated with guidance and instructional programs which will help to achieve objectives under each of the goals. 9/1/78-10/1/78
6. Local coordinators and committees will identify school and community resources required to carry out planned activities (people, time, facilities, materials, money). If not recently done, a survey of school and community resources will be conducted to help with this activity. 9/1/78-10/1/78
7. Project staff member(s) and local advisory committee will meet with local coordinators and committees to provide reactions to proposed objectives and activities, and provide suggestions for improvement. Special attention will be given to community involvement, elimination of role stereotyping, and assuring equal career education opportunities for all students regardless of sex, race, or handicap. 10/1/78-11/1/78
8. Local coordinators and committees will prepare a plan for evaluating the effectiveness of activities conducted in achieving stated objectives. 10/1/78-11/1/78
9. Project staff member(s) will meet with local coordinators and committees to provide reactions to proposed evaluation plans and listing of required resources. 10/1/78-11/1/78
10. Local coordinators and committees will develop plans for implementing and administering their local plans. 11/1/78-12/1/78
11. Local coordinators and committees will explore and identify relationships of their proposed local plan for career education to other local "plans." 11/1/78-12/1/78
12. Project staff member(s) and local advisory committee will meet with local coordinators and committees to provide reactions to proposed plans for implementing and administering their local plans for career education and to the identified relationships of career education to other local educational plans. 11/1/78-12/1/78
13. Local coordinators and committees will identify existing items in local school budget that can support the integration of career education with their overall program; and identify new items and amounts, if any. 11/1/78-12/1/78

A-B To attain primary and complementary objectives concerned with in-service training which read:

- A.2. By the end of the project year, school and community personnel (learners) in five selected school districts of Wisconsin will have acquired the competencies required to implement their local plans for career education.
- B.2. By the end of the project year, the three training models developed by the Wisconsin Career Education Consortium in 1977-78 for administrators, staff, and for school-community collaboration will have been disseminated and implemented in five school districts of Wisconsin (in achieving objective A.2).

<u>Activities</u>	<u>Start-End</u>
1. Project staff will distribute to the local coordinators and committees in the five selected school districts the three training models produced by the Wisconsin Career Education Consortium in 1977-78. These models for training: (a) K-12 administrators, (b) K-12 staff, and (3) school-community personnel in collaboration will provide guidance for the following activities.	12/1/78- 1/1/79
2. Project staff will meet with local coordinators to: (a) review data from needs assessment concerning in-service needs, (b) schedule three days of in-service during rest of school year and plan content and agendas based on needs, and (c) identify peer resource persons needed from experienced LEAs in each In-service Team.	1/1/79- 2/1/79
3. Project director will obtain peer practitioners needed for each in-service program from experienced LEAs.	1/1/79- 2/1/79
4. Local coordinators and committees will identify and invite key community people to participate in their in-service program.	1/1/79- 2/1/79
5. Local coordinators and committees will establish local resource centers for career education to facilitate training for and implementation of career education.	10/1/78- 2/1/79
6. Local coordinator will distribute local plan for career education at beginning of first day of in-service. This plan, along with the three training models, will serve as the basis for the training program.	2/1/79- 4/1/79
7. Although <u>content and agendas will vary</u> according to local needs, it is anticipated that the following will be common topics for each of the three days.	

<u>Activities</u>	<u>Start-End</u>
7. (continued)	
Possible Common <u>First Day Topics</u> *	2/1/79- 4/1/79
<u>For all:</u>	
● Overview of local plan for career education. ● Local conceptual base and definition of career education (in local plan). ● Local needs and goals concerning career education.	
<u>For administrators:</u>	
● Developing a facilitating climate for Career Education.	
<u>For teachers:</u>	
● Developing positive attitudes of students toward self, school, and work. ● Relating learning to its application outside the classroom.	
<u>For community people, counselors, and LVECs (Local Vocational Education Coordinators):</u>	
● Short term work experiences for teachers and counselors in area businesses, industries, and professions. ● Field trips specifically for teachers and counselors to acquaint them with area opportunities for their students.	
Possible Common <u>Second Day Topics</u>	3/1/79- 5/1/79
<u>For all:</u>	
● Short and long range objectives under each local goal. ● Possible system-wide activities to achieve certain objectives. ● Identification of resources on hand.	
<u>For administrators:</u>	
● Providing leadership and support through effective allocation of personnel, time, and money.	
<u>For teachers:</u>	
● Integrating career development concepts with learning activities. ● Developing students' understanding of the world of work. ● Utilizing community resources to best advantage.	

ActivitiesStart-EndFor community people, counselors, and LVECs:

- Field trips for students with focus on workers.
- Use of community resource persons at work, at home or in school.
- Formation of Business-Industry-Education Councils.

Possible Common Third Day Topics4/1/79-
6/1/79For all:

- Resource Centers for Career Education.
- Other school and community resources for Career Education.
- Need for school-community collaboration in Career Education.

For administrators:

- Training new staff and motivating all staff to incorporate Career Education with ongoing guidance and instructional programs.

For teachers:

- Developing decision-making skills.
- Individualizing instruction to meet individual needs, such as tentative career objectives.

For community people, counselors, and LVECs.

- Experiential learning sites in business, industry, and professions to observe workers in various occupations and relate education and work.
- Internships for in-depth exploration.
- Paid on-the-job training for co-op students.

***Note:** Training of administrators, teachers, counselors, and community personnel will be accomplished in joint sessions to stimulate communication and cooperation among these groups which will result in a coordinated K-12 career education approach. While training activities will not be isolated for these groups, portions of the training sessions will provide each group with an opportunity to focus on their particular role in the district's total career education effort. Peer practitioners from experienced LEAs will be used throughout the training.

- | | | |
|-----|---|----------------------------|
| 8. | Local staff will implement career education strategies to improve their guidance and instructional programs. | As they gain in competence |
| 9. | Local coordinators will continue to encourage the use of career education strategies learned in the in-service sessions and monitor progress in expanding implementation. | 3/1/79-
----- |
| 10. | Local coordinators and committees will provide the project staff with recommendations for improving the three training models used in their in-service program. | 5/1/79-
6/1/79 |

ActivitiesStart-End

11. Local coordinators will share their experience in providing in-service training in career education with other LEAs planning in-service programs.

5/1/79-

C. To attain Evaluation Objectives:

- C.1. By the end of the project's sixth month, the practicability of Guidelines for the Development of Local Plans will have been further tested and evaluated in five selected school districts of the state.

- a. In addition to the third-party evaluation, personnel in the five LEAs will be asked to evaluate the Guidelines document which they used to develop local plans for career education by closely monitoring and recording project related activities and providing feedback to the project director and assistant project director.

7/1/78-

12/31/78

- C.2. By the end of the project year, the three training models developed by the Wisconsin Career Education Consortium for school administrators, staff and for school-community collaboration will have been further tested and evaluated in five selected school districts of the state.

- a. In conjunction with third party evaluation, personnel in the local districts will be asked to evaluate the training models developed by the WCEC in 1977-78 concerning their usefulness in helping them attain goals and objectives of state and local plans for career education.

8/15/78-

5/1/79

The major portion of activities for the objectives in this section will be carried out by the project's third party evaluator. The Center for Vocational, Technical and Adult Education at UW-Stout has been involved as the third party evaluator for the WCEC the past 3 years. Headed by co-directors Dr. Harold Halfin and Dr. Orville Nelson the past evaluation services have been very satisfactory and it is anticipated that they will continue in this capacity. Upon receipt of a grant award they will submit a third-party evaluation proposal to the project director and it will subsequently be routed to USOE for its approval on subcontracts.

D. To attain Dissemination Objectives:

- D.1. By the end of the project, a composite Career Education In-service Training Package based on experiences with the five selected LEAs in the project will have been produced and disseminated.

Faculty In-service Agenda
Grafton All Faculty Meeting
August 29, 1978

- | | |
|--------------------|--|
| 8:00 - 8:15 a.m. | ● Introduction - District's Commitment to Career Education Plan - Mr. James Murray, Superintendent |
| 8:15 - 8:45 a.m. | ● Definition of Career Education
● Film - "I Want to Be"
● State Activities and National Thrust in Career Education
- Robert Meyer, State Supervisor of Career Education,
Wisconsin Department of Public Instruction |
| 8:45 - 9:05 a.m. | ● Need for Local Plans for Career Education
● Developing a Facilitating Climate for Career Education
- Arlys Gessner, Assistant Project Director |
| 9:05 - 9:30 a.m. | ● Developing Teacher's Understanding of the World of Work
- Margaret Melick, Assistant Project Director |
| 9:30 - 9:45 a.m. | Break |
| 9:45 - 10:00 a.m. | ● Explanation of Revised <u>K-12 Guide for Integrating Career Education with Local Curriculum</u>
● Career Education Model for Career Development
● Scope and Sequence Model for Career Development Concepts
- Robert Meyer |
| 10:00 - 10:20 a.m. | ● Integrating Career Education with Learning Activities
- Arlys Gessner |
| 10:20 - 10:45 a.m. | ● Individualizing Instruction
● Eliminating Role Stereotyping in Career Choice
● Film - "The Fable of He and She"
- Margaret Melick |
| 10:45 - 11:15 a.m. | ● Local Needs and Goals for Career Education
● Implementation by Faculty Committee Members, School and Community Advisory Persons, School Administration and All School Staff
- Ed Schmidt and/or others (Alice Kaye, Dick Jacobs, George Miekranz, Leonard Petrovick) |
| 11:15 - 11:30 a.m. | ● Evaluation of Inservice
- Alice Kaye, Ass't Project Coordinator |

Details for Sharing and
Ordering Publications
and Resources

WDPI Career Education Materials

Please Send

-Wisconsin Career Education Needs Assessment and
Survey of Resources Handbook

-State Plan for Career Education (complete)

Vol. I - Introduction
 II - State Level Plans
 III - Guidelines for Local Plans
 IV - Resources
 V - Evaluation

-Local Plans for Career Education developed at:

Beloit	_____	Lake Geneva	_____
Cuba City	_____	Hamilton Sussex	_____
Goodman	_____	Superior	_____
Grafton	_____	Twin Lakes	_____
Jefferson	_____	West Allis	_____

-K-12 Guide for Integrating Career Education with
Local Curriculum

-Training Models for:

University Faculty and Preservice Training
K-12 Administrators
K-12 Staff
School-Community Collaboration

-Directory of Career Education Resource Persons
in Wisconsin

-Career Education Implementation Guide

-Career Development - Special Education

Vol. I (K-6 @ \$1.00)
Vol. II (7-12 @ \$2.50)

-Wisconsin Career Guidance Model

-Wisconsin Career Guidance Resource Manual

-A Kit of Career Education Assessment and
Evaluation Instruments (\$2.00)

-Materials describing the Wisconsin Career Information
System and the Wisconsin Career Education Resource
Materials Free Loan Service

Please return to: Robert S. Meyer, Supervisor of Career Education
Wisconsin Department of Public Instruction
126 Langdon Street, Room 402
Madison, WI 53702

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PI-1347

ABSTRACT FORM FOR CAREER EDUCATION METHODS/MATERIALS TO BE SHARED

Title: _____ Today's Date: _____

Author/Developer: _____

Publisher: _____

☐ Commercially Produced Material☐ Teacher/Counselor Developed

Grade Level or Target Population:

(check all that apply)

Subject Matter Area:

☐ English ☐ Distributive Ed.☐ Social St. ☐ Home Ec.☐ Math ☐ Ind. Arts☐ Science ☐ Art☐ Agriculture ☐ Music☐ Business Ed. ☐ Phy. Ed.☐ Other _____☐ K☐ 7☐ adult☐ professions☐ 1☐ 8☐ teacher☐ gov. agencies☐ 2☐ 9☐ counselor☐ parents☐ 3☐ 10☐ sch. adm.☐ civic/service/
support groups☐ 4☐ 11☐ business☐ teacher prep.☐ 5☐ 12☐ industry☐ counselor prep.☐ 6☐ post sec. ☐ labor☐ other _____

Cost per copy: _____ Date of Issue: _____

Brief summary of contents: _____

Additional information can be obtained by contacting the person submitting this abstract:

Name: _____ Address: _____

Mail this form to: State Supervisor for Career Education, 126 Langdon, Madison, WI 53702.

126 Langdon St., Madison, WI 53702

REQUEST FOR CAREER EDUCATION MATERIALS

NAME _____ DATE _____
 DISTRICT _____ SCHOOL PHONE _____
 YOUR POSITION _____
 Street Address (no P.O. Boxes) City State Zip Code
TITLE OF MATERIAL _____ CATALOG NUMBER _____

DATE PREFERRED _____ ALTERNATE DATE PREFERRED _____

I accept the responsibility of returning the materials within 5 working days of receipt, complete and undamaged.

 Signature

When ordering, duplicate these forms to reserve this master for future orders.

PI-1353

CAREER EDUCATION COORDINATOR

126 Langdon St., Madison, WI 53702

ALTERNATE ORDER FORM

LOST? LONELY? CONFUSED? FRUSTRATED?

Robert S. Meyer is available to give personalized assistance in the selection of materials to meet your individual needs. R. Meyer encourages you to send all pertinent information and vital statistics regarding your material needs.

Dear Mr. Meyer,

NAME _____ DATE _____
 DISTRICT _____ SCHOOL _____
 YOUR POSITION _____ SCHOOL PHONE _____
 SCHOOL ADDRESS _____
 Street address (no P.O. Boxes) City State Zip Code

I accept responsibility of returning the materials within 5 working days of receipt, complete and undamaged.

 Signature

Adapted from Colorado Career Education Resource Center.

National Career Education Resource List

- EFIE - Career Education S*E*T*
Circulation Department
637 Riverside Dr.
New York, N.Y. 10027
- National Center for Career Education (NCCE)
P.O. Box 7815
Missoula, MT 49807
- Olympus Publishing Company
1670 East Thirteenth South
Salt Lake City, Utah 84105
- Career Education Learning System
Walter Rambo, State Director of Career Education
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701
- Michigan Career Education Resource Materials
College of Education
Michigan State University
East Lansing, Michigan 48824
- Rural Career Education Teacher Training Cadre
Cashmere School District
210 South Division Street
Cashmere, Washington 98815
- Rural America Series
Center For Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

CAREER EDUCATION - STAFF INVOLVEMENT SURVEY

Listed below are 22 basic career development concepts contained in Wisconsin's Guide for Integrating Career Development Into Local Curriculum. Please check the box in the left-hand column which best expresses the importance you attach to each of these concepts at the grade level(s) you are teaching. Then, in the right-hand column, indicate the extent to which you are emphasizing these concepts in your teaching.

K-3 TEACHERS, PLEASE RESPOND TO FIRST SEVEN CONCEPTS
 4-6 TEACHERS, PLEASE RESPOND TO FIRST 14 CONCEPTS
 7-12 TEACHERS, PLEASE RESPOND TO ALL 22 CONCEPTS

Level of Importance for your Grade Level(s)			Career Development Concepts	Your Level of Emphasis		
Little or No Importance	Moderate Importance	Major Importance		Little or No Emphasis	Moderate Emphasis	Heavy Emphasis
(1)	(2)	(3)		(1)	(2)	(3)
			1. An understanding and acceptance of self and others is important throughout life.			
			2. Individuals differ in their interests, abilities, attitudes and values.			
			3. Persons need to be recognized as having dignity and worth.			
			4. Occupations exist for a purpose.			
			5. There is a wide variety of occupations.			
			6. Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.			
			7. Work means different things to different people.			
			8. Education and work are often interrelated.			
			9. Individuals can learn to perform adequately in a variety of occupations.			
			10. Job specialization creates interdependency.			
			11. Various groups and institutions influence the nature and structure of work.			
			12. Occupations and life styles are often interrelated.			
			13. Environment and individual potential interact to influence career development.			
			14. Career development requires a continuous and sequential series of choices.			

Level of Importance

Level of Emphasis

Little or No Importance	Moderate Importance	Major Importance		Little or No Emphasis	Moderate Emphasis	Heavy Emphasis
(1)	(2)	(3)	Career Development Concepts	(1)	(2)	(3)
			15. Occupational supply and demand have an impact on career planning.			
			16. Leisure and avocational pursuits can complement one's work as a means of self expression.			
			17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.			
			18. Individuals are responsible for their career planning.			
			19. Exploration of occupations provides information on which to base vocational and educational decisions.			
			20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.			
			21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.			
			22. Job characteristics and individuals must be flexible in a changing society.			

17. How many years have you taught school?

- (1) ___ less than 1 year
- (2) ___ 1-2 years
- (3) ___ 3-5 years
- (4) ___ 6-10 years
- (5) ___ 11-15 years
- (6) ___ 16 or more years

18. How many years of employment other than teaching have you had? Please include all full-time summer work by totaling the months actually worked.

- (1) ___ none
- (2) ___ less than 1 year
- (3) ___ 1-2 years
- (4) ___ 3-5 years
- (5) ___ 6-10 years
- (6) ___ more than 10

19. Grade(s) you teach _____
20. Subject area(s) you teach (7-12 only) _____
21. Name of your school _____

Thank you. Please return to:

Updated from the WCEC Assessment and Evaluation Kit.

Career news

WINTER



JANUARY 1979



Career Education Grows Despite Controversy

The fortunes of Career Education in the last five or six years have been mixed, to say the least. On the one hand, there has been phenomenal growth of and a great deal of popularity for the idea; on the other hand there has been considerable criticism from some quarters.

Sheboygan has been involved in a formal Career Education program since its inception in 1971. Our local Board of Education and most principals have endorsed the concepts and a great many teachers have taken it upon themselves to learn more by taking graduate level courses and becoming involved in in-service programs, community programs and building-level activity. Many have also ignored this approach.

It is appropriate at this juncture to look at our past, our present and our future as it relates to Career Ed. A recent Croft Leadership Action Folio has assessed the Career Education concept in a manner which fits our local situation well and it is appropriate to reprint that assessment at this time.

Finding a Tenable Position

1. Career education, to some extent and in some form, is here to stay for the foreseeable future. How greatly it is emphasized and in what way it is carried out will vary. But virtually no one challenges the goal that schools should provide sufficient guidance and preparation for work so that young people may function effectively in the world of work when they leave high school. Administrators will ignore at their peril their communities' continuing demand for this outcome.
2. Many of the criticisms leveled at career education are the result of its having been oversold; they are criticisms not so much of a basic idea that is sound, but of the exaggerated claims made for it. Career education is a valid and extremely important part of quality education; it is not a cure-all that will save the world, or even American education.
3. The responsibility for educating young people still sits squarely in the laps of parents and educators. Business, industry, and organized labor may be asked for help and cooperation, and often will give a good deal; but any notion that they are ready to assume a major, continuing responsibility for educational functions is sadly mistaken. They all have their own agendas and imperatives, and the education of young people, even to become productive workers in their industry, is only an incidental concern. Indeed, if they were to undertake a large and significant role in educational decisions, the question would loom as to whose interests were being pursued, and whether students might become exploited. Most educators see clearly that, career education or no, educational leadership and guidance belong in the schools and the home, and that the role of labor, business and industry, while very important, is a supportive role.

4. Career education should not be a separate subject or a whole new curriculum; it is a concept that needs to be infused into existing curriculum at all levels. There is considerable justification for *some* special courses, particularly at the middle and junior high school levels, dealing with core competencies, career exploration, and planning guidance courses or career ed courses. In the K-12 curriculum as a whole, separate career education courses should be the exception, not the rule.
5. The guidance and counseling component of career education is one of its most important aspects, and needs to be strengthened and upgraded. School guidance services should be more closely and organically integrated with the curriculum, and both need constantly to be related to (though certainly not determined by) the occupational outlook in the surrounding community. Guidance personnel should be offered considerable inservice training to deepen their direct knowledge of occupational opportunities in their own and neighboring communities.

*Permission to reproduce this has been granted by Croft NEI publications.

Reading through some of the early Career Education literature, I came across an article from the Instructor Magazine of Feb. 1972, which I thought to be still timely especially, but not only, for the elementary level. Here are some excerpts in which the authors, Robert Sylvester and Esther Matthews, pose some questions about the need for Career Education.

"To an adult, childhood behavior may seem random, even mosaic. It focuses on the trivial and the significant with equal enthusiasm; jumps from topic to topic with a refreshing lack of adult logic.

All through this activity, children seek personal meaning to give order to bits and pieces of experience. As each piece falls into place, a child begins to answer his/her own question, 'What Am I Like?' And the answer to this question is a necessary element of career exploration. Self-awareness and career awareness nourish each other.

During early childhood years, children need to explore many roles and make many decisions without being intimidated by any sense of finality in those decisions....The school, as a work setting itself, is in an excellent position to assist in the positive development of a child's occupational awareness and self-image, simply because it brings together a wider range of values and experiences (which are at the core of career exploration) than are typically found in the family environment.

But the school must consider the background and experiences each child brings from home. Family values create a child's earliest, even strongest, attitudes towards work....It is important that early learning activities be encountered positively, because all subsequent work behavior and career development are in reality intricate expansions of these explorations.

Significant changes will take place as children encounter more experiences and

move toward adult life, but the earlier they understand their own preferences and patterns of learning, the better they are able to grasp career development concepts in later stages.

Use the classroom as a supportive setting in which the child can explore the duality of him/her self as part of the family and part of the class group, and accept it comfortably."



"Nothing much, Dave. What's innovative with you?"

Astronomy is over your head

(Dave Thomas, quoted by Bob Talbot in Detroit Free Press)

Geometry is easy as π (Tim Weiner)

Oceanography is research in depth (Buck Hillier)

At Your Service

Exterminator's office: "We make mouse calls" (Philly Friedman in Quack Magazine)

Hardware store: "Together, we can do-it-yourself" (Margret H. Owen)

Travel bureau: "For the family that strays together" (Wayne Mackey in Oklahoma City Times)

Hearing-aid center: "Let us give you some sound advice" (Herb Ben in Miami News)

Aids to Implementation

THE INSTRUCTIONAL UNIT FORMAT

PART I - PREPARATION AND RESEARCH FOR INSTRUCTIONAL ACTIVITIES

I. GOALS, OBJECTIVES, CONCEPTS

A. Infusion of Career Development Goals with Instructional Unit Goals.

Select an instructional unit you are about to use or have used. Make an outline of your instructional unit in terms of the goals you have set for students and the concepts, skills, and attitudes that are transmitted in that unit.

Main Question: Can what I am teaching in a unit in terms of concepts, attitudes, and skills be associated or related in some way with any of the career development concepts?

The following questions serve as a guide to associate career development goals with your instructional unit. Not all questions will be applicable to your unit. Those questions that do apply to your unit become the infusion goals of the unit.

Guideline Questions: In the present instructional unit:

1. Are there any concepts, skills, attitudes in the unit which a student might relate to his/her tentative career goals?
2. Is there anything in the unit which would help a student to understand himself in relation to his culture or environment?
3. At the end of the unit, what growth should have occurred in terms of concept, skills, and attitudes which would add to a student's uniqueness?
4. Is there anything in the unit which would help the student to understand the forces (social, economic, educational, cultural) that influence his development?
5. Are there any values presented in the unit? What are they? Would these values aid or restrict the student in understanding self?
6. What tentative career goals might result after a student has experienced the unit?
7. What occupational titles/clusters might be associated with this unit? Which ones are already mentioned in the text? are there others?
8. How do these occupational titles/clusters meet the needs and functions of society?

*From the Oshkosh Area Public Schools Career Education Inservice Model.

9. What are the qualifications needed by the person who would work in the occupational titles/clusters mentioned in the unit?
10. What further steps or experiences might a student engage in which would build on the learnings of this unit?
11. How do the occupational titles/clusters associated with this unit influence a person's life style?
12. How can or does this unit aid the student to recognize the responsibilities to himself and others when accepting a task? What is a student responsible for during this unit? What opportunities does a student have to decide what he is responsible for?
13. Does the unit present any ideas about differences between individuals or groups? Can anything regarding tolerance be presented?
14. At the end of the unit would a student be able to identify and state any personal goals as part of tentative career decisions?
15. What resource information can be identified and used in terms of vocational development or occupational titles/clusters associated with the unit?
16. Does anything in the unit teach that decision-making includes:
a) identifying alternatives, b) selecting the alternative most consistent with personal goals, and taking steps to implement a course of action?
17. How does this unit develop the skills required to identify the objectives of a task, specify the resources required, outline procedures, perform operations, and evaluate the outcome?
18. What are the basic tools, equipment and materials associated with this unit?
19. What can this unit do in teaching about interpersonal relationships as related to various occupational roles such as employer-employee, supervisor-worker-associate, professional, paraprofessional? Can any of the learning activities be structured by way of simulation, role-playing?
20. What educational and/or occupational competencies does this unit provide the student with?
21. How do the occupational titles/clusters associated with the unit influence personal economics? life-style?
22. What are the social and economic benefits associated with the occupational titles/clusters in the unit besides actual salary or pay?

23. Does the unit deal in any way with how wealth is accumulated and how it may influence a person's life?
24. What are the economic trends found in the community, state and nation which may influence the occupational titles/ clusters mentioned in this unit? Are there any significant technological changes in the wind?
25. Which of the occupational titles/clusters in the unit requires a) working independently, b) working as a member of a cooperative team, c) being supervised or directed? Does anything in the unit deal with these three types of work situations? Can any of the study activities of the unit be structured along these lines?
26. What can be done in the unit to assist the student by the end of the unit to associate his/her interests, aptitudes, and achievements with the possible tentative career goals associated with the unit?
27. What basic work habits and attitudes can be transmitted through this unit that are needed by the occupational titles/clusters associated with the unit?
28. What extracurricular and non-school activities are associated with this unit where a student might learn more or try out what he has learned? Leisure time activities? Part-time work?
29. What educational preparation is needed for each of the occupational titles/clusters mentioned in this unit? To what current school experiences may these be related? What educational experiences might be needed in the future? What is the student's next step?
30. What is the relationship between the concepts, skills, attitudes contained in this unit to other discipline areas?

With your knowledge of your unit and answers to the above questions in hand (those that are appropriate to the unit) then some instructional goals, objectives and concepts can be stated.

ELEMENTARY		MIDDLE-JR. HIGH SCHOOL		HIGH SCHOOL	POST SECONDARY
Middle Childhood (K-3)	Late Childhood (4-6)	Early Adolescence (7-9)	Adolescence (10-12)	Adults (Life long)	
					(Continuation beyond scope of this K-12 Guide.)
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
		18			
		19			
		20			
		21			
		22			

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self and others is important throughout life.
2. Individuals differ in their interests, abilities, attitudes, and values.
3. Persons need to be recognized as having dignity and worth.
4. Occupations exist for a purpose.
5. There is a wide variety of occupations.
6. Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.
7. Work means different things to different people.
8. Education and work are often interrelated.
9. Individuals can learn to perform adequately in a variety of occupations.
10. Job specialization creates interdependency.
11. Various groups and institutions influence the nature and structure of work.
12. Occupations and life styles are often interrelated.
13. Environment and individual potential interact to influence career development.
14. Career development requires a continuous and sequential series of choices.
15. Occupational supply and demand have an impact on career planning.
16. Leisure and avocational pursuits can complement one's work as a means of self expression.
17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.
18. Individuals are responsible for their career planning.
19. Exploration of occupations provides information on which to base vocational and educational decisions.
20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.
21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.
22. Job characteristics and individuals must be flexible in a changing society.

CAREER EDUCATION MODEL FOR INFUSION
DEFINITIONS FOR I-D-E

INTRODUCE - THE PROCESS OF ACQUAINTING THE STUDENT WITH THE LEARNER OUTCOME OR A PORTION OF THE OUTCOME FOR THE FIRST TIME. INITIAL ACTIVITIES MAY INCLUDE LEARNING CONCEPT WORDS, HAVING A SURFACE AWARENESS OF THE MEANING, OR PROVIDING EXPERIENCES LIMITED TO INITIAL UNDERSTANDING OF THE LEARNER OUTCOME.

DEVELOP - THE PROCESS OF MAKING THE OUTCOME OR PORTION OF ONE OUTCOME CLEARER BY DEGREES. DEVELOPMENTAL ACTIVITIES MAY INCLUDE EXTENDING AND CLARIFYING CONCEPTS RELATED TO THE LEARNER OUTCOMES, PROVIDING EXPERIENCES WHICH ALLOW ANALYSIS OF THE LEARNER OUTCOME, COMPREHENDING THE RELATIONSHIPS INHERENT TO THE LEARNER OUTCOME, OR OFFERING ACTIVITIES WHICH PROVIDE MORE THAN A SURFACE UNDERSTANDING.

EMPHASIZE - THE PROCESS OF INTENSIFYING THE FOCUS TO PRODUCE AN IN-DEPTH UNDERSTANDING OF THE LEARNER OUTCOME AND ITS RAMIFICATIONS. EMPHASIS MAY INCLUDE SUCCESSFUL APPLICATION OF THE LEARNER OUTCOME, SYNTHESIS OF THE OUTCOME'S MEANING, OR EXPERIENCES WHICH ENCOURAGE INTERNALIZATION.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO
GROUP A. SELF UNDERSTANDING

Individuals can discuss what kinds of things they do that make them feel good about (a) themselves and (b) others.

Individuals can describe what jobs they do to earn money and how these jobs benefit other people.

Individuals may participate in taking inventories, standardized tests, etc. as one way to identify their interests and aptitudes.

Individuals may participate in values clarification group activities with a counselor or teacher.

Organizing an "I Am Great Day" or a "Child of the Week" activity emphasizes unique characteristics of all individuals in a positive manner.

Individuals can be asked to recall a time when someone made fun of them or made them feel bad about their personal characteristics. Then have them write down how it is "OK" to be different from others. Next have them recall a time when they made fun of others and how they would behave in the same situation again.

Materials that have narrow role expectations such as, "Girls will make cookies, while boys will assemble the block house," can lead to a discussion about how individuals can do what they like to do, ignoring old stereotyped expectations.

High school English assignments can include the writing of a fictional projected autobiography for the next 20 years, taking into account current tentative plans based on knowledge of self and job opportunities.

Parents, teachers, counselors, administrators, students, and persons from the community at large can form an advisory group to help plan appropriate career education activities dealing with self awareness and understanding in relation to others and the environment.

Parents, teachers, counselors, administrators, students, and persons from the community at large can organize an advisory group to help plan appropriate career education activities dealing with opportunities to help individuals acquire career decision making and planning skills based on an understanding of themselves and the world of work.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO
GROUP B. UNDERSTANDING THE WORLD OF WORK

Using employment ads from newspaper, student can become aware of the kinds of occupations available in particular communities.

Using USOE's 15 occupational clusters, students can classify the occupations of their parents and any others they can think of. Then they can reclassify them, using categories of whether they are primarily involved with people, data, things.

During each school year, secondary students can have opportunities to "shadow" three members of the community who agree to cooperate with this career education activity, on the job at their place of work. Students can develop their public speaking skills by giving a brief, organized oral reports to the class, informing classmates about the occupations observed, special training, skills or equipment necessary, and other kinds of jobs related to them.

Students will have opportunities to look through magazines and newspapers looking for picture of individuals in various occupations in which they might be interested to make a collage. Questions could be asked, "Are there more women or men shown in your collage?" "Which pictures show men and women in traditional and nontraditional occupations?" What does this say about the world of work? About advertisements?"

Kindergarten children learn that needs determine jobs as they tour their school building and listen and watch school employees describe and demonstrate their jobs.

Individuals can discuss how language, arts, science and math are used in their parents' or relatives' jobs.

Individuals can discuss jobs that are now obsolete and project kinds of jobs which will be developing in the near future and what kinds of jobs will still be available when they are ready to enter the labor market.

Set up a classroom assembly line and make something like clown faces. Each person does one task and one is supervisor.

A discussion of coffee and sugar shortages in recent years can serve as examples of price changes related to supply and demand. This might be articulated with a math unit on graphing of prices, wages, employment trends, etc.

Students can research ways in which ecological needs have made changes in industry, production, and occupations.

Individuals can contrast the lifestyles and work schedules of an office worker, a fire fighter, a store owner, a factory worker who works different shifts, a caterer, etc.

Parents, teachers, counselors, administrators, students, and persons from the community at large can organize an advisory group to help plan appropriate career education activities dealing with opportunities to increase their understanding of the world of work.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO
GROUP C. CAREER EXPLORATION, DECISION MAKING, AND PLANNING

Students can list personal strengths and cross check them with perceptions of their strengths by other persons.

Students can learn where to locate and how to use materials showing labor market information.

Individuals can identify what kinds of things give them "personal satisfaction" and locate descriptions of various jobs which match these areas of satisfaction.

Individuals can learn to recognize the steps in making decisions. They will be able to list the pros and cons of various decisions based on hypothetical situations. They will also learn the steps in the problem solving process.

Using government information bulletins, individuals can prepare oral reports concerning numbers of women in the work force, the kinds of jobs they are concentrated in and the discrepancies between men's and women's salaries, as one basis for career decisionmaking.

In conducting surveys of local community resources, some questions could be included to determine kinds and quantity of entry level occupations with various employers each year.

A career education advisory group can be formed, having representatives from other advisory groups, interested parents, and school staff.

Group counseling activities can be utilized for individuals to explore occupational interests and skills.

Curriculum revision committees can be selected and involved in suggesting learning activities which can be integrated with ongoing guidance and instructional programs.

Various community employers could provide inservice for school staff who in turn would relate their experiences to students.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO
GROUP D. CAREER PREPARATION AND PLACEMENT

Students can tentatively plan the school subjects that they will take during their high school years.

Using hypothetical "What if..." situations, individuals could become aware of the transferability of skills among some occupations.

Individuals can become aware of opportunities for financial aid by requesting information and application blanks from various post-secondary training programs.

Video or audio tapes can be made of individuals in simulated interview situations for playback.

Individuals can develop a resume and write letters of application in response to newspaper ads.

Students can visit the Job Service Office or talk with Job Service representatives in school to learn about services available.

Individuals can develop a list of acceptable reasons for tardiness and absence on the job and in school.

Individuals can describe what they think it means to "get along" with fellow workers, a supervisor, or employees they supervise.

Using WISC and WOIS, as available, individuals will compare various places where they can obtain the additional training they desire.

Resource speakers such as employers from the community and/or students who graduated 1-2 years ago and are currently employed or are in post-secondary institutions can give first-hand information.

Pursuing various occupational information materials and newspaper, magazine and television advertisements, individuals can count the number of references, pictures, etc. of handicapped persons. Reasons for this severe lack of inclusion can then be discussed.

Parents, teachers, counselors, administrators, students and persons from the community at large can organize an advisory group to help plan appropriate career education activities dealing with opportunities for individuals to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Job Service will cooperate by providing the schools with employment practice for school youth.

THINGS TO LOOK FOR TO DETERMINE IF CAREER EDUCATION
IS TAKING PLACE IN THE CLASSROOM

1. Discussions are pertinent to some "real" situation.
2. Content of subject areas are related to "life" situations.
3. All students are treated with dignity.
4. Test items include more than content areas.
5. Discussions are related to real life roles.
6. What the teacher says to the students and how it is said.
7. Rules that allow options.
8. The students seem happy and appear to enjoy what they are doing.
9. Pleasant room environment.
10. Career Education materials are available to students.
11. Teacher is willing to listen to students to accept what they say or do without constant evaluation and judgemental retorts.
12. Teacher helps students to understand what and why and does not demand work without giving reasons. Students are likely to cite reasons for doing things and want to be involved in the activity.
13. Activities are varied.
14. Teacher greets students in a friendly, cheerful manner.
15. Students work at individual levels at achievement.
16. Students set objective for the day and end of period evaluate accomplishment; evaluation after a period of time - short term/long term goals.
17. Teacher uses a variety of methods and materials with different students.
18. Teacher takes into consideration the mood, temperament, and tensions exhibited by students.
19. Different activities are used for different interest and ability levels.
20. Teacher answers directed questions students have about careers and occupations. Sometimes leads to general discussion.
21. Encourage individual growth through student conferences.
22. Try to have some individual contact each day.
23. Report cards include positive comments - comments meant to encourage.

24. Teacher tries to relate work as a realistic goal.
25. Students are treated with concern and respect by the teacher.
26. Content is considered in relation to students' future life work.
27. Students are informed and feel school is their present "job."
28. Activities are practical enough so that students can use skills in daily life.
29. Attitude of students toward learning appears positive.
30. Teacher treats each child differently -- tries to meet all noticeable needs.
31. Vary materials so children have a choice of learning experiences.
32. Not a set assignment or goal for all students.
33. Teacher takes time to listen to student's concerns.
34. Teacher not as content oriented as attitude oriented.
35. Teacher getting respect from students and giving respect back.
36. Classroom is relaxed and not pushing for the ultimate in achievement.
37. Evidence of humor in the classroom.
38. Confident students.
39. Discussion related to occupations.
40. Students go on fieldtrips.
41. Resource people talking to students about their occupations.

Guidelines for Using Community Resources

1. ARRANGING THE ACTIVITY

Start Out Right, Be Sure That-

- The purpose of the request is career exploration.
- The students involved have a genuine interest in the activity.
- Make arrangements at least two weeks prior to the date needed.

Contact Resource Person Immediately

- Make a personal telephone call as soon as confirmation is received
- Confirm the appointment time, date and meeting arrangements.
- Inquire about the resource person's training, occupational background, and job title.
- Extend helpful information about your students - grade level, interests, group size, and especially the background level of the students regarding the topic.
- Mention any specific items you would like covered.

Review the Rules of Proper Conduct and Courtesy.

Students who are not interested in the activity should not participate.

Accountability

Make students aware that they will be accountable for the activity through review questions, a report, or quiz.

Prepare Students With Questions

Along with a general knowledge of the career area, it is essential that students have questions to ask. Sample questions are listed in Section 2.

After the Activity

- Send a thank-you note to the resource person.
- Involve students in review questions, a report, or quiz.

2. QUESTIONS ARE ESSENTIAL

What is the Job?

- What do you actually do?
- Why is your job necessary?
- What are working and safety conditions like?
- What equipment and tools do you use?

What Qualifications are Necessary?

- How important are reading, writing, and math?
- What school subjects do you use most?
- What high school courses are recommended?
- What education/training is needed after high school?
- What personal qualifications are needed?
- What kind of experience is important?

Getting the Job.

- How does a person find this type of job?
- Are there many openings or an oversupply?
- What determines which job applicant is hired?

Evaluating the Job.

- What are the advantages and disadvantages?
- What are advancement opportunities?
- How much freedom and creativity is there?
- How much stability and security is there?

General Inquiries.

- Why did you decide on this occupation?
- What excites and motivates you in your job?
- What is the salary range?
- What part do unions play?

3. SPEAKERS

- Follow guidelines in Sections 1 and 2.
- If several classes are to be involved, try to arrange to video-tape the presentation and replay it.
- Arrange for a student to meet the resource person in the office and act as host or hostess.
- The teacher must be in attendance during the full presentation to:
 - maintain class discipline.
 - assist students in asking questions.
 - help focus presentation to needs of students.

4. TOURS

- Follow guidelines in Sections 1 and 2.
- Make tour requests approximately one month ahead of activity to allow teacher sufficient time to arrange transportation.
- Make arrangements for transportation.
- Large student groups may need to divide into two groups and alternate between two firms.
- Arrange for additional adult supervision to maintain exemplary conduct.

5. DISCUSSIONS

- Follow guidelines in Sections 1 and 2.
- Students must have accomplished personal study and have questions prepared.
- An adult or responsible student leader is to be in charge.
- Be sure students:
 - have transportation.
 - have adequate directions to find the location.
 - allow sufficient time to be on-site five minutes early.

6. SHADOWING

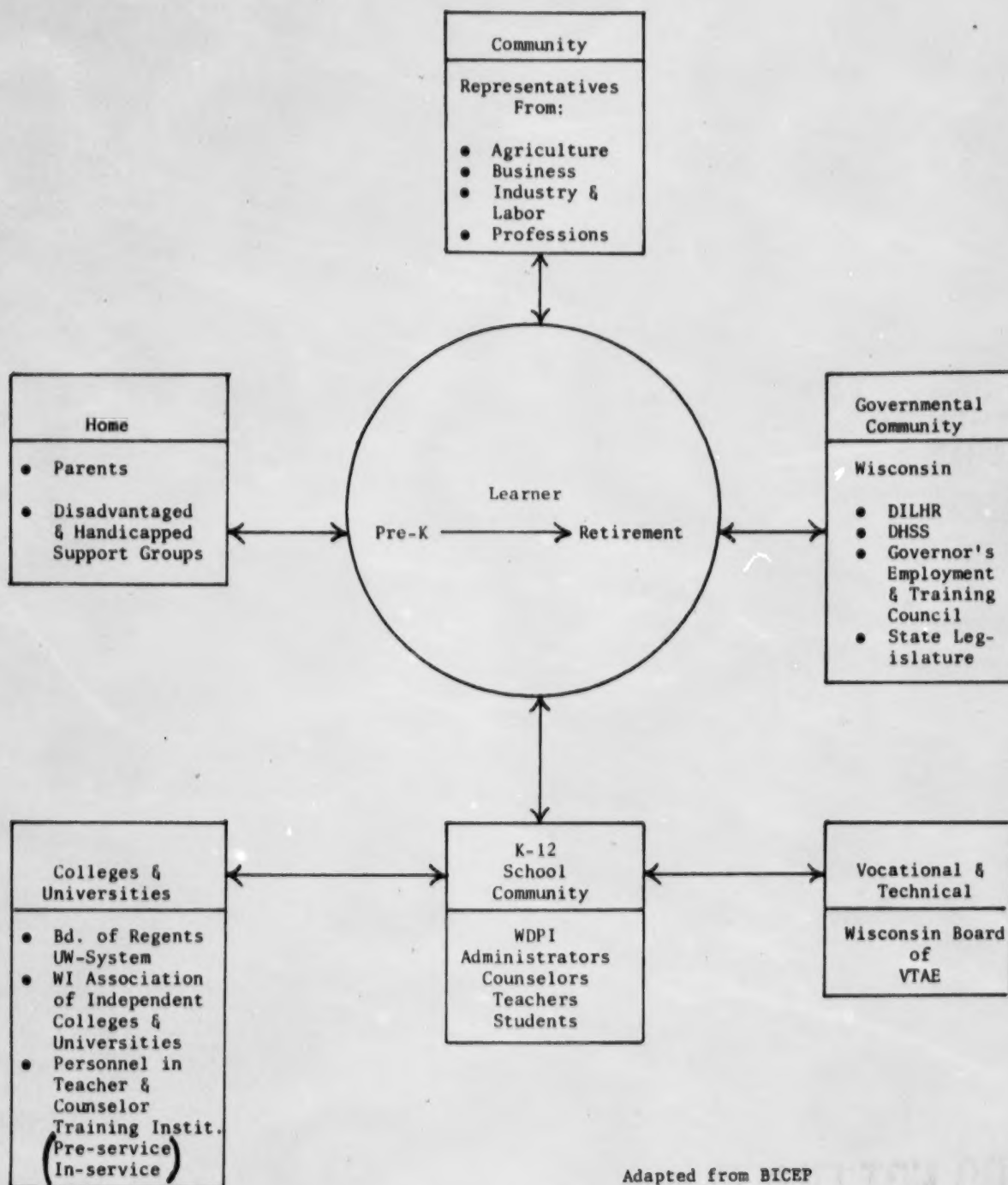
- Follow guidelines in Sections 1 and 2
- Students must:
 - be responsible
 - have a genuine interest
 - accomplish substantial personal research
 - have questions prepared.

-Be sure students:

- have transportation
- have adequate directions to find the location.
- allow sufficient time to be on-site five minutes early.

7. INTERNSHIPS

- Follow guidelines in Section 1 and 2.
- Internships provide invaluable experience to students who have made a tentative career choice.
- Where possible, interns should possess basic skills generally required in the career area.
- It is expected that the Internship experience will be part of the student's school program for academic credit.
- The teacher-supervisor is to keep in contact with the student and employer in promoting a productive experience.
- The student is expected to assist the employer and learn as much as possible about the job at hand.
- The student is to conduct him/herself as a responsible employee.



Adapted from BICEP

Evaluation Matrix

Objective	Design	Evaluation Activity	Criteria
A.1. By the end of the project's 6th month, local plans for career education will have been developed in five selected school districts.	● Observation and audit.	● Review local plans for career education from the five selected districts.	● A copy of the local plans will be turned into the Project Director, Asst. Dir. and Third Party Evaluator.
131 A.2. By the end of the project year, school & community personnel will have acquired the competencies required to implement their local plans for career education. More specifically: A.2.1. By the end of the project year, school administrators and/or their designees will have acquired the competencies for the administration of career education.	● Observation and audit. ● Interview administrators. ● Time series data collection design.	● Review local plans and note budget allocations, and personnel assignments. ● Interview administrators to determine their methods of providing leadership and motivation for staff to integrate c.e. strategies with ongoing guidance & instructional strategies. ● Compare past planning with planning after in-service training.	● 75% of administrators in the five schools will demonstrate an understanding of and an ability to plan for the integration of c.e. with ongoing guidance & instructional programs.

Appendix K

Evaluation Matrix

Objective	Design	Evaluation Activity	Criteria
A.2.2. By the end of the project year, the school staffs in the 5 selected districts will have acquired the competencies required for the integration of career education with their guidance and instructional programs.	• Interview teachers and counselors. • Observation and audit. • Time series data collection design.	• Determine their methods of integrating c.e. strategies with ongoing guidance and instructional programs. • Review local plans for c.e. and note responsibilities of school staff for c.e. and opportunities to learn more. • Determine if no. & quality of c.e. activities have increased as a result of in-service training.	• 75% of school staff will demonstrate an awareness and understanding of c.e. concepts. • 75% of teachers and counselors will demonstrate a knowledge of how to and an ability to integrate c.e. strategies with ongoing programs. • Teachers & counselors will identify c.e. activities & strategies they are using and 75% will indicate an increase from past years as a result of the in-service training.
A.2.3 By the end of the project year, key school & community personnel in 5 selected school districts will have acquired the competencies required for effective school-community collaboration in the delivery of c.e.	• Observation and audit.	• Review local plans for c.e. and note responsibilities & opportunities for school-comm. collaboration. • Determine kind of joint school-community efforts taking place for delivery of c.e.	• School & community personnel will identify school-community efforts being utilized & they will be increased by 25% during the project year.

PUBLIC INFORMATION REPORT ^{*}

In 1971, when the Arizona Legislature became the first state in the nation to have specific legislation dealing with, and funding, career education, it identified Public Information as one of nine major components of the total career education effort.

Since that time, the Arizona Department of Education (ADE) and the various career education projects have made a concerted, cooperative effort to inform the public of career education and its benefits to students.

This information-sharing and dissemination process has many components: newspaper publicity, television programs, slide-tape programs, public exhibits, brochures and educational publications, 16mm films, public exhibits, appearances on radio/TV talk shows, speeches, posters, career fairs, and many other activities and methods.

In 1978, ADE also promoted career education through in-service workshops and technical assistance to local districts and career education projects, in building community relations-public information programs. This was done by ADE communications professionals in conjunction with other state and national public information organizations.

Significant accomplishments during 1978 include nearly 87,713 flyers and brochures distributed by projects throughout the state.

Over 55,324 persons were "reached" by project staff presentations, more than double that of 1977. Each of the 20 career education projects met the responsibility of keeping its citizens informed about career education. (Statistical breakdown in back section of this report.)

To help career educators understand statewide objectives and goals of career education, ADE again published this career education annual report and accompanying highlights. Colorful and informative exhibits again were displayed at various career education public events and conferences throughout the state.

The highly successful "Bread & Butterflies" television series again was aired by KAET-TV (Channel 8) in Tempe and KUAT-TV (Channel 6) in Tucson. The 15-part series orients third- through sixth-graders to career possibilities and their roles in planning careers.

Through its weekly publication, "ALERT News Bulletin", ADE's School/Community Communication's office also boosted the career education effort by providing teachers and administrators with pertinent, current information.

^{*} From Report Prepared by the Arizona Department of Education

HIGHLIGHTS OF EVALUATION ACCOMPLISHMENTS

Career Education Requests for Proposals

A comprehensive system was implemented for planning and funding career education proposals. This system provided:

1. A high degree of assurance that monies would be efficiently and effectively expended.
2. Necessary direction for projects needing assistance in proposal development.
3. Audit trails and monitoring timetables.
4. Faster turnaround procedures to review, evaluate, and fund proposals.
5. Establishment of funding levels for priority goals and activities.
6. Greater opportunity for being held accountable to the legislature for all fiscal appropriations.
7. A mechanism for integrating career education with other high priority programs—Economic Education, Bilingual Education, and Special Education.

Project Proposals

Each of 21 career education projects developed a comprehensive local plan for implementing career education. These plans followed a standardized format which assured both program and fiscal accountability.

Monitoring System

Each career education project submitted bimonthly progress reports documenting its accomplishments relative to each goal delineated in its project proposal. In addition, each project's assigned Department project officer completed monitoring activities to determine if major milestones were being accomplished.

Student-Based Evaluation

In four career education projects, comprehensive student-based evaluations were completed. These evaluations were directed at providing the required information to execute key management decisions. The evaluations documented the degree to which the students were achieving the goals of career education AND the comparative effectiveness of the various career education delivery activities. The evaluations involved approximately 6,000 students.

Project Evaluation Report

Standardized reports documenting the degree to which each project accomplished its objectives were developed.

Senior Follow-Up Study

In six career education projects, studies were conducted to obtain graduating seniors' assessment of career education activities. A total of 800 graduates was surveyed.

KEY FINDINGS OF EVALUATION STUDIES

Evaluation studies conducted across the state, during FY 1978, underscored the need and support for Career Education. The following findings all were taken from studies conducted by external evaluators:

"The students feel that Career Education should be made available to *ALL* in high school with a greater emphasis on out-of-class activities."

—Cochise County Career Education Evaluation

"All teachers need follow-up assistance in working with students and implementation of Career Education concepts in their classrooms."

—Tri-County Career Education Year-End Evaluation Report

"From the data presented, it can be seen that the concept of Career Education has strong support from all groups surveyed."

—The Evaluation of Career Education in Arizona: A Statewide Survey

"In order to adequately plan for a career, students should have some knowledge about the types of jobs in a wide variety of career cluster areas. One of the principal objectives of Career Education in Arizona is to broaden the base of the average students' awareness of a variety of jobs: As we have seen earlier in this report, teachers who responded to the Teacher Survey also perceived this as the primary Career Education objective."

—Coconino County Career Education Project Year-End Evaluation Report

These and other evaluation studies are available for review at the Department of Education.

KEY FINDINGS OF SENIOR FOLLOW-UP STUDIES

The study was conducted six months after the students had graduated. The graduates were from schools in Santa Cruz, Gila, Graham, Greenlee, Cochise, Yavapai, Maricopa, and Mohave counties. The questionnaire was designed to assess the impact of Career Education in those counties. These data were collected from 800 graduates.

The survey yielded important findings that shed valuable light on Career Education-related needs and activities:

- Of the various Career Education activities considered, actual job experience contributed the most to helping individuals decide what they wanted to do after graduating from high school.
- Most of the graduates indicated that they had received help from the career information provided by the high school. The more extensive the contact with the world of work the more valued was this career information.
- Parents were seen as the persons most frequently helping the high school student to decide what to do after graduation.
- Individuals with a vocational course of study in high school, who worked through the school year, received the most assistance from teachers.

The findings strongly indicate that persons responding to the survey thought the high school could have better prepared them for a future in the working world. In particular, more emphasis could be given to the development of job obtaining and maintaining skills.